

**AN INVESTIGATION INTO THE FACTORS WHICH INFLUENCE
THE IMPLEMENTATION OF THE NATIONAL CURRICULUM
STATEMENT (NCS) BY THE SCHOOL MANAGEMENT TEAM
(SMT) AT SELECTED FURTHER EDUCATION AND TRAINING
SCHOOLS (FET SCHOOLS) IN THE MOTHEO DISTRICT.**

by

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DECLARATION

I, the undersigned, identity number [REDACTED] and student number 208066047, do hereby declare that this research project, entitled: ***AN INVESTIGATION INTO THE FACTORS WHICH INFLUENCE THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENTS (NCS) BY THE SCHOOL MANAGEMENT TEAM (SMT) AT SELECTED FURTHER EDUCATION AND TRAINING SCHOOLS (FET SCHOOLS) IN THE MOTHEO DISTRICT***, is my own independent work.

This research project has been submitted to the Central University of Technology, Free State for the Degree PHILOSOPHIAE DOCTOR: EDUCATIONIS; and complies with the Code of Academic Integrity, as well as any other relevant policies, procedures, rules, and regulations of the Central University of Technology, Free State; and has not been submitted before by any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

MAROTOLE RICHARD PHUROE

DATE

DEDICATION

I feel duty-bound to dedicate this study to my:

- Children, who are my precious gifts from God, for their endurance through the difficult times;
- late parents, for the admirable manner in which they brought me up and sacrifices they made with regards to my education; and
- all my siblings and family members, for their motivation and encouragement during the course of this study.

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ABSTRACT

After the inception of the new government in 1994, a new curriculum was introduced, replacing the then existing curriculum. This new curriculum brought about challenges confronting the School Management Team (SMT) regarding its management and implementation. The changes required a paradigm shift and a proactive leadership approach by the SMT and particularly the principals of the Further Education and Training Schools (FET Schools). New policies were developed in respect of the management of this curriculum, which necessarily require the SMT to know and understand in order to be able to implement the curriculum. The aspect of training was also important in order for the SMT to be effective and efficient managers and implementers of the curriculum.

The research study was therefore, about the investigation of the factors which influence the implementation of this curriculum known as the National Curriculum Statements (NCS) in the selected FET Schools in Motheo district.

The literature in this study was informed and guided by both international and South African contexts and perspectives. The researcher in this study pursued a mixed mode approach. Quantitative investigation was conducted in selected FET schools within Motheo district specifically Bloemfontein, Thaba-Nchu and Botshabelo schools for deputy principals and Heads of the Departments (HOD) whilst qualitative, interviews were done with the principals. Data analysis was done through the development of categories and comparisons and contrasts were made. The data analysis also took into cognizance the visibility of contrary or alternative explanation for the findings. The investigation, therefore, discovered that most of the School Management Team particularly the principals were not trained on the National Curriculum Statement (NCS), and schools were also experiencing a shortage of resources. The recommendation was that the training for the SMT be an ongoing process as it will help with the successful and effective implementation of the NCS.

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CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Following the inception of the new dispensation after 1994, the transformation process in all government departments, including education, became a priority. There were numerous changes introduced in education, some of which had a direct impact on the implementation of the curriculum. In view of the introduction of the new curriculum, known as the National Curriculum Statement (NCS) which replaced the old Report 550, it became necessary for School Management Teams (SMT) to be capacitated with skills, enabling them to implement the National Curriculum Statement (NCS), and manage the changes effectively and efficiently. This study will attempt to explore and discuss factors that influence the implementation of the National Curriculum Statement (NCS) by the School Management Team (SMT), as well as skills which are relevant and important for the SMT.

Legislation and relevant policies contributing to the skills training and improved service delivery will be highlighted and discussed. Service delivery in both private and public sectors has become a key priority and, regarding the effective implementation of the curriculum, it is the responsibility of the SMT to ensure its delivery.

The following aspects will also be discussed in this study: Background and reasons for study; research problem; formulation of a hypothesis; aims and objectives for the research; research methodology; and keywords and concepts. The research study also addresses the effectiveness and efficiency of the School Management Team (SMT).

1.2 THEORETICAL FRAMEWORK

The appropriate and relevant theoretical framework for this study was the *interpretive theory of knowledge*. Henning (2002: 56) explains that “knowledge is constructed not only by observable phenomena, but also by description of people’s intentions, beliefs,

values and reasons, meaning and self-understanding.” Henning (2002: 61) further claims that “the types of knowledge frameworks that drive society, also known as its discourses, become key role-players in the interpretive project.”

1.3 BACKGROUND OF THE STUDY

After 1994, the South African government was faced with various challenges, one of which was the introduction of the new system of education to substitute the previous system which was authoritarian in nature – subject-centred, teacher-centred, and syllabus-driven. The old education system encouraged rote learning at the expense of creative thinking and acquisition of skills, and was organised along racial lines. It had 19 different departments of education, each department with its own curriculum catering for different ethnic and racial groups.

The present system of education in South Africa is a single national system which is organised on the basis of nine provincial sub-systems. Within a province, various organisational levels can be identified. At the highest level is the Member of Executive Council (MEC) for education in the province, as well as the provincial department of education, headed by the Superintendent General (SG) for education. The second level is the provincial office, at which the Provincial Subject Coordinators (PSCs) and Curriculum developers are found. The District offices, at which the SMDGs and Learning Facilitators (LFs) are based, are found on the third level. All these officials are involved in the delivery of the curriculum.

As a result of this transformation in Education, provinces have been engaged in organisational changes since 1998. The provincial departments have embarked on major changes, mainly concentrating on developing customer level delivery structures most commonly referred to as district offices. The district offices are responsible for facilitation and support with regards to the implementation of the national policies, such as school governance reform and curriculum change, responding to the specific needs of the schools and ensuring efficient provision of routine administrative services .

According to Roberts (2001), a district’s potential to be the pillar around which educational change and improvement pivots, lies in the district’s ability to fulfil its core function. The core purpose of educational districts is to support the delivery of the

curriculum and to ensure that all learners are afforded a superior level of education, the quality of which is evidenced by learner achievement.

Districts are an important layer in the educational system. They are closest to the schools and thus allow their input to be felt (Muller & Vinjevold, 2005: 9). Today, the role that the officials play in education, supporting schools in areas such as school management, educator development, school governance, inclusive education, the achievement of equality, and equity in learner achievement and in the curriculum, is vital.

The National Curriculum Statement (NCS) builds its Learning Outcomes for grades' 10-12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

This curriculum has its inspiration and guiding force, the constitution of the country adopted in 1996, as a result of joint and participatory democracy. Therefore, we find the values and vision found in chapters' one and two of the South African constitution reflected and inherent in the resultant Curriculum Statement, as published by the Government from time to time and endorsed by the nation's representatives in the National Parliament (Department of Education, 2005).

1.4 PURPOSE OF THE STUDY

The purpose of the study was to investigate whether the School Management Teams (SMT) have the necessary skills and knowledge to be able to implement the National Curriculum Statement (NCS) successfully by providing an appropriate contextualised framework. The framework should be applicable, and recognised by both the provincial and national departments of education.

This study was underpinned by management principles required for the implementation of National Curriculum Statement (NCS). To achieve this, the starting point will be a literature study pertaining to the NCS so as to identify all aspects/components of the NCS to be undertaken. This will ensure that:

- Changes in the South African education system, particularly the curriculum, are implemented.
- The national framework is derived from the constitution, policy legislation and sources of management principles.
- The role of the School Management Team (SMT), in relation to the implementation of the National Curriculum Statement (NCS), is investigated.
- Recommendations are made based on the findings of the research study.

1.5 SIGNIFICANCE OF THE STUDY

The study is significant as it will improve the implementation of the National Curriculum Statement, and will also make a contribution towards educational development. Its importance will further be:

- To investigate the level of the NCS implementation.
- To identify problems and shortcomings as well as the reasons for their existence.
- To enable the SMT to deal effectively with the gaps and shortcomings with respect of the implementation of the NCS.
- To come up with recommendation on how remedy these shortcomings.

1.6 STATEMENT OF THE PROBLEM

The outcome of the monitoring of the implementation of the NCS, conducted by Provincial Subject Coordinators (PSCs), revealed that an increasing number of principals experienced problems. There were disparities, lack of uniformity, and inconsistencies among schools concerning the implementation of NCS. The problem which the study intended to investigate was the factors which influence the implementation of National Curriculum Statement (NCS) by School Management Team (SMT).

1.7 RESEARCH QUESTIONS

The research questions are as follows:

1. Does the **NCS training** for SMT provide improvement on NCS implementation and management systems so as to support policy legislations for the effective implementation of the NCS?

Explanation: If the SMT has not been trained with regards to the NCS, it will obviously be difficult for SMT to deal with aspects that are important to enable teachers to ensure the effective implementation of the NCS? The SMT will not be able to support teachers in the implementation of NCS if they have not received the appropriate training.

2. Will the acquisition of **leadership skills** through training enable SMT to manage subordinates and appropriately support the process of the NCS implementation?

Explanation: If the SMT has the necessary skills and expertise required for the implementation of the NCS, it will be able to create an atmosphere conducive to the successful and meaningful implementation of the NCS.

3. Do the School Management Teams have the relevant skills and knowledge to monitor the implementation of the NCS?

Explanation: Every member of the SMT needs to have a comprehensive understanding of what he or she is expected to monitor.

4. Have the SMT made the necessary mind shift required for the successful implementation of the NCS?

Explanation: With the NCS being a relatively new curriculum, it requires the SMT to change its management style. The old top-down approach should no longer be applicable –rather, the SMT is expected to work in collaboration with other relevant stakeholders. Parents, teachers and learners should also be consulted in certain decision-making processes. For instance, the NCS recognises the role of learners and parents relating to assessment. Therefore, the SMT should do away with the old perception that parents have no meaningful role to play in the implementation of the curriculum and that it is an area best left to the teacher. As far as teachers are concerned, they are expected to

participate in various stages of planning, namely: Subject framework, Work schedule and Lesson planning.

1.8 RESEARCH AIMS AND OBJECTIVES

“The main aim is to describe in a clear, concise and understandable manner what you want to achieve. It could, for example, be to prove something, to formulate solutions to existing problems, to describe, to explain, to predict or to investigate something. The aim is WHAT you want to do whilst the objectives state clearly HOW this will be achieved. The aim and objectives must be clear, specific, measurable and achievable.” (Lues and Lategan, 2005: 11).

1.8.1 Research aim

- To investigate whether or not the School Management Teams (SMTs) have been exposed to intensive training regarding how to manage the implementation of National Curriculum Statement NCS.

1.8.2 Research objectives

This study has been set to find out whether or not:

- Skills training for the SMT will provide improvement on structures and management systems for the effective implementation of the NCS.
- The acquisition of leadership skills through training will enable the SMT to manage subordinates and appropriately support the process of NCS implementation.
- Skills training will further consolidate individual and team competencies so as to enhance the management of the NCS.
- Skills training to ensure that the SMT changes from the old style of management to the one that is compliant with the NCS and current changes in education.

1.9 RESEARCH ASSUMPTION

A hypothesis is a tentative assumption made in order to draw out and test its logical or empirical consequences. It provides a focal point for a research. It also affects the manner in which tests must be conducted in the analysis of data. Hypotheses are based on discussions, examination of records, and review of similar studies or personal investigations. Occasionally there may not be a need to have a working hypothesis. This is the case in exploratory or formulative research, which does not aim at testing a hypothesis. In such cases, it is usual to work with specific objectives or research questions (Nyanjui, 2009: 9).

The researcher aimed to reach conclusions on the following research assumptions, which also gave an indication of the data to be collected:

- Training for the SMT on factors influencing the implementation of the NCS will lead to improvement on structures and management systems for the effective implementation
- The acquisition of leadership skills through training will enable the SMT to manage subordinates and appropriately support the process of NCS implementation.
- Knowledge of NCS by SMT will further consolidate individual and team competencies so as to enhance the management of the NCS.

1.10 DEFINITION OF TERMS/ CONCEPTS

The following words and concepts are defined as follows, and are applicable throughout the discussion of this study:

1. 10.1 Training versus development

Erasmus and van Dyk (1999: 31) define training as “a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organisational objectives are achieved”. Zemke (1999: 17) states that “ training is about giving people the knowledge and skills they need to do their job-no less and no more.”

Training is therefore seen as an essential component of the enterprise, and is a major management tool with which to develop the full effectiveness of the organisation’s most important resource: its people. However, if the training’s function is to help perform this task correctly, the results of training must be measurable in terms of the enterprise’s requirements. Consequently, training must be task and result-orientated - it must focus on enhancing those specific skills and abilities needed to perform the job, it must be measurable, and it must make a real contribution to improving both goal achievement and the internal efficiency of the enterprise. Training, for the purpose of this study, refers to enhancing the principals’ specific skills, knowledge and attitude so that they can manage the curriculum implementation effectively and efficiently (Erasmus & Van Dyk, 1999: 31).

1.10.2 Skills

Warnich and Carell (2006: 38) assert that each manager, regardless of the position in the hierarchy, uses a mix of technical, conceptual and human-relation skills:

Technical skills include knowledge of equipment, work methods and work technologies. These skills are much more important for the traditional first-level managers than for middle and top-level managers. First-level managers often conduct on-the-job training for the employees and troubleshoot problems with the organisation’s technology. In addition, some first-level managers are working supervisors and, on occasion, will concede to perform their subordinates’ jobs (Warnich & Carell, 2006: 38).

Conceptual skill is the ability to view the organisation as a whole, and to coordinate and integrate a wide array of organisational functions, activities, goals and purposes. The need for conceptual skills or vision becomes increasingly critical as the employee

progresses from first-level management to top-level management (Warnich & Carell, 2006: 38).

Human relations skills. One popular definition of a manager is „one who accomplishes his or her work through others’. In this sense, every manager is a leader, and human relations skills are equally important for managers at all organisational levels. Important human relations skills include the ability to communicate with the employees, to establish strong interpersonal relations and to build cooperative, satisfying relationships among workgroup members (Warnich & Carell, 2006: 38).

1.10.3 Vision

Erasmus and Van Dyk (2002: 42) state that vision answers the question: What is the big picture? This is a fact of life and applies to human effort. Any place where human activity is present, there is also a vision. The simplistic definition of the term *vision* is “an anticipation of a true state of affairs”. A vision is not a dream. If it was a dream people would spend their working time in a dream. Lipton, in Nel and Van Dyk (2004:19), provides the following insight, which also has a bearing on our own personal visions:

A vision must focus on the future and serve as a concrete foundation for the organisation. Unlike goals and objectives, a vision does not fluctuate from year to year, but serves an enduring promise. A successful vision paints a vivid picture of the organisation and, though future-based, is in the present tense, as if it were being realised now. It illustrates what the organisation will do in the face of ambiguity and surprises. A vision must give people the feeling that their lives and work are intertwined and moving toward recognisable, legitimate goals.

1.10.4 Partnerships

According to Dykstra (1999b: 19), partnerships are not a matter of information sharing but rather involve emotion, dispute resolution, concerns of fairness, honesty and respect. To put it another way, Human Resource Management (HRM) demonstrates how the people within an organisation care for one another so that they might care

about the people whom the organisation serves (customers) and the products it produces. Dykstra further explains that human resources founded on a commitment of relationships and partnerships will flourish as part of the quality consciousness of the organisation. These relationships and partnerships occur through various levels of organisational influence, among the top executives, middle managers, and frontline employees.

1.10.5 Control

According to Visser, Williams, Lotz, Booysen, Bosch and Banhegyi (2007: 17), control is the process of making sure that performance, of a person or a department in an organisation, matches the set standards and goals.

1.10.6 Leadership

Maritz (2007: 23) asserts that leadership is about coping with change. Leaders establish directions by developing a vision of the future; then they align people by communicating this vision and inspiring them to overcome hurdles.

1.10.7 Interpretivism

Interpretivism emphasises the *analysis, interpretation, presentation, outcomes and investigation of human beings* as primary research instruments, making it ideally suited to qualitative approaches like *observation, individual interviews, documentation, open-ended questions* and *audio-visual techniques* to collecting and studying data (Jegede, 1999: 23).

1.10.8 Constructivism

Constructivism is associated with a belief that humans individually and collectively construct reality (Jegede, 1999: 23).

1.11 THEORETICAL RATIONALE

A literature study was undertaken with a view to explain difficult terminology and concepts, and to provide a theoretical framework for this research study. The researcher was required to interact with a number of stakeholders involved in curriculum development and implementation so as to be able to conduct the research.

The aim of the literature study was to develop a theoretical framework for the investigation of the skills and knowledge of the SMT for the implementation of NCS. The role and responsibilities of the SMT regarding the implementation of NCS was explored through relevant policy documentation. For this purpose, the literature was studied in order to arrive at a sound conclusion regarding the skills and knowledge required by SMT for effective implementation of the NCS.

Information was generated through an interview, where questions were based on the following sources: research reports, internal government documents, newspaper articles, books, Acts and numerous sources of legislation. The target groups were as follows: Teachers; School Governing Bodies (SGBs); Principals of schools and School Management Teams (SMTs); School Management Developers and Governance (SMDGs); the Whole School Evaluators (WES); the Learning Facilitators (LFs); and the Provincial Subject Coordinators (PSCs).

The appropriate framework was influenced by the following control measures:

- Comments, criticisms and inputs by supervisor and co-supervisor;
- Feedback based on recommendations of doctoral committee meetings and other meetings with experts;
- Interaction with the implementers of NCS;
- Implementation of suggestions, inputs and recommendations; and
- Final control of the study by external examiners.

1.12. RESEARCH DESIGN AND METHODOLOGY

1.12.1 Research design

The research design used in this study was a survey.

A research design is a basic plan of study. The term *research design*, therefore, refers to how the study is to be carried out (Imenda & Muyangwa, 2006: 92). The research design is further described as a “plan” or “blueprint” of how one intends to do the research study (Mouton, 2001: 55 & Thyer, 1993: 94).

According to Imenda and Muyangwa (2006: 27), survey research typically employs questionnaires and interviews in order to determine inter-alia, the opinions, attitudes, preferences and perceptions of persons of interest to the researcher. The main issue of consideration in survey research is to deal with the representativeness of the sample that participates in the study, as compared to the target population to which the findings will be generalised.

The researcher decided to utilise the *survey research* method due to advantages, such as the fact that a survey can cover a wide spectrum of the population to which the findings will be generalised.

The researcher employed the use of a descriptive survey, so as to be able to describe the feelings, attitudes, opinions, suggestions and recommendations of the respondents regarding the factors that influence the implementation of the NCS.

1.12.2 Methodology

The researcher explored a survey method. The rationale for typifying this method as a survey was further enhanced by the following substantiations:

- The study is conducted in a natural setting. Within the natural setting, the participants and their setting are observed, documented and noted. The study is exploratory, as not much has been written about the topic. The term “contextualisation” means the researcher studies an exclusive population in a contextualised setting (Creswell, 1994).

- A single researcher researches the topic (i.e. skills and knowledge required by the School Management Team) through participants and their views by observing their everyday human actions (De Vos; Strydom; Fouché; Poggenpoel and Schurink, 1998: 241).

1.12.3 Research approach

The researcher explored both qualitative and quantitative methods so as to balance the views expressed by the respondents through an interview with those collected via the questionnaires. Thereafter, the researcher collated the information for the purpose of analysis.

A qualitative design generally focuses on the individuals' perception of their organisation and environment. The research tends to be from the perspective of the participants in the study rather than that of the researcher. The natural setting or environment is studied. Methods that are common in this type of research include open-ended interviews, ethnographic approaches and simulations (KU Communication Studies, 2002: online.)

De Vos, Strydom, Fouché, Poggenpoel and Schurink (1998: 241) see qualitative research as a concentration of studies of the quality of human behaviour. It must be seen as a multi-perspective approach (utilising various qualitative techniques and data-collection methods). Qualitative research aims to explain human behaviour in terms of valid laws of generalisation. Interaction between researcher and subject(s) or aspects of study forms the basis of this approach.

The quantitative approach to research has its foundations in the predominance of positivism, especially logical positivism stemming from the 1930s and 1940s. The overreaching aim, from a quantitative sociologist's point of view, is to ensure that constructs tested in the qualitative approach are linked to observable measurements through the notion of operational definitions. To assist in this process, statistics are used, hence: "that a natural science of society could only be value-neutral if subjectivity and prejudice were disciplined by the dispassionate and systematic application of statistical techniques" (Babbie and Mouton, 2001: 48).

1.12.4 Population

According to Imenda and Muyangwa (2006: 97), a target population is defined as the group of subjects to whom the findings of a given study will be generalised.

Within the Free State schools, the target population for this study was therefore made up of teachers and the School Management Team. All these identified respondents were considered to be responsible for FET schools in the Motheo district. The rationale behind the selection of these respondents was that teachers are directly involved in the implementation of NCS in the classroom, while the SMT has to play a participative role in ensuring its implementation.

1.12.5 Sample

A research sample is a group of people taking part in a given study and about whom information is to be collected (Imenda and Muyangwa, 2006: 98).

The sample comprised of five teachers; three principals, three deputy principals and three heads of the departments. All these identified respondents were considered to be responsible for FET schools in the Motheo district.

1.12.6 Sampling technique

A random sample is one in which each individual in the defined population has an equal and independent chance of being included. By "independent", it is meant that the selection of one individual does not affect in any way the chances of selection of another individual (Imenda & Muyangwa, 2006:99).

For the purpose of this study, in order to ensure that a representative sample was obtained, it was ideal to select a random sample of the target population.

1.12.7 Instrumentation

The important instruments which were used for this research study were interviews and questionnaires.

Interviews, in terms of their content and organisation, are chiefly made up of three types: structured, semi-structured or unstructured (McKernan, 1996:11).

1.12.8 Data collection

The researcher will personally interact with the identified respondents, visit them at their various working stations and conduct interviews. Questionnaires will also be distributed to be filled in by the identified respondents.

Survey techniques were used for data collection:

- **Interviews:** key informant interviews were held with individuals whom the researcher believed were knowledgeable. These individuals occupy key positions at schools and department of education, and were prepared to share their knowledge and skills (Babbie & Mouton, 2001:26). Open-ended interviews were conducted as this style gave the researcher the opportunity to probe and follow up on questions.
- **Documents:** Various documents relating to NCS were studied, including policy documents outlining the role of SMT regarding the implementation of the NCS in order to support the views of the staff involved (Babbie & Mouton, 2001:34).

Observations: Additional information was collected using a reflective journal/diary based on events, comments by the participants, and the researchers own thoughts and feelings during the research process based on the observations made (Babbie & Mouton, 2001:13). Dairies contain observations, feelings, attitudes, lengthy analysis, and cryptic comments. The entries are highly personal conversations with one's self, recording events significant to the writer - they are not meant to be regarded as literary works, as, usually, the accounts or remarks

- During the visits, which form an integral part of the research process, relevant information was gathered from teachers, HODs, Deputy Principals and Principals. This generated perspectives which could impact on the factors that influence the implementation of the National Curriculum Statement by the School

Management Team (SMT) to assist in the formulation of the framework (Babbies & Mouton, 2001: 27).

1.12.9 Data Analysis

According to Creswell (1994:23), there is no “right way” of doing data analysis. Creswell (1994: 23) is of the opinion that the researcher must be comfortable with the development of categories, and with making comparisons and drawing contrasts during the process of data analysis. De Vos *et al.* (1998:31) also advocate the process of breaking down the data into units for analysis before categorising them.

Merriam (1998:37) regards this process as development of themes, categories, and other taxonomic classes that interpret the meaning of data. When categories and their properties are reduced, refined and linked together by tentative hypotheses, the analysis moves towards the development of a theory to explain the meaning of the data.

In this study, the process of open coding was implemented. Open coding refers to the creation of categories pertaining to certain segments of the text. Coding of data will be done line by line in order to identify all possible categories and create a large basis for theoretical sampling. Only open-ended data can be analysed in this way (Babbie & Mouton, 2001:46).

1.12.9.1 Reliability

De Vos *et al.* (1998: 24) define reliability as the accuracy or precision of the instrument. Mouton (1996:19) views reliability as a precondition for measurement validity. According to Ary (1996: 564), reliability is “the extent to which measuring evidence is consistent in measuring whatever it measures”. McMillian (1993: 227) is also of the opinion that reliability is “the consistency of measuring the extent to which the results are similar over different forms of the same instrument or occasions of data collecting”.

To ensure the reliability of the instrument, a pilot study will be undertaken.

1.12.9.2 Validity

Validity refers to whether an instrument measures what is supposed to. Validity is a term that describes a measure that reflects the concept it is intended to measure (Babbie & Mouton, 2001: 52). This study is focused on external validity, which refers to the approximate truth of conclusions that evolve from generalisations (Trochim, 2002: online). Internal validity focuses on effect and causal relations, and is not relevant in most observational or descriptive studies.

1.12.9.3 Triangulation

Triangulation was constituted by means of multiple data collection methods used in this study, namely: interviews, questionnaires and observation.

According to De Vos *et al.* (1998: 359), using multiple methods in data collection, as part of quantitative and qualitative studies, is aimed at increasing the reliability of observation during research. Greenfield (1996: 9) regards triangulation as a process to check whether different data sources and different methods would yield the same effects and outcomes.

Duffy (1993: 143) refers to four different types of triangulation, namely:

- **theoretical triangulation, which involves** the use of several frames of reference or perspectives in the process to analyse data of the same set;
- **data triangulation, which** is aimed at using a variety of sampling strategies through the gathering of observations to ensure that a theory is tested in more than one way;
- **investigator triangulation, which** uses multiple observers, coders, analysts and interviews in a particular study; and
- **methodological triangulation, which** uses two or more methods of data collection procedures within a single study.

The research in this study will use multiple of sources of data collection as triangulation. The following qualitative methods will be used: interviews; documents; observation; and open-ended questions.

1.13 ETHICAL ASPECTS OF THE RESEARCH

For the purpose of this study, it was important to observe the ethical aspects of the research. “Ethics also arise from interaction between people, animals and the environment. Ethics are concerned with establishing good conduct between different entities. The research for truth is what the society longs for, but it should not be at the expense of the rights of other individuals in the society. Issues of anonymity, confidentiality and privacy are ethical issues to consider when conducting research.” (Mouton, 2001: 239).

1.14 DIVISION OF CHAPTERS

Chapter one provides an overview, motivation, and rational of the study. It introduces the problem and articulates the objective and importance of the study. It defines the operational concepts and explains the methodology that informs the study.

Chapter two deals with the literature review used to develop conceptual framework in relation to the knowledge and skills of the School Management Team (SMT), with specific focus on the implementation of the National Curriculum Statement (NCS).

Chapter three outlines the research methodology employed in the investigation of the skills and knowledge required by the SMT.

Chapter four investigates the effects of the lack of skills, particularly with regard to the SMT. The information generated through the interviews and the focus groups is discussed in full, and a conclusion is reached.

Chapter five focuses on the outcomes of the interview conducted by the researcher. The responses provided by the respondents will be analysed and interpreted accordingly. The findings of the investigation and discussions will be presented.

CONCLUSION

Chapter one provided general information pertaining to the study. It has been pointed out that, after 1994, a new curriculum was introduced that required School Management Teams to acquire the skills and knowledge needed for effective implementation.

The research problem was outlined, followed by the aims and objectives of the study, thereby creating the framework for the study. It is the researcher's opinion that the skills and knowledge of the School Management Team are important in ensuring the successful implementation of the National Curriculum Statement.

The above perspective serves to provide the research question, which is based on the background of the implementation of the NCS.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this chapter is to acquaint the reader with the existing studies on the topic - factors that influence the implementation of the National Curriculum Statement, such as the professional responsibilities, skills, and knowledge required by the School Management Teams (SMTs) to be able to provide quality service with regard to the implementation of the National Curriculum Statement (NCS). The inception of the new dispensation has changed the managerial sphere and practices of the past; hence it is important for School Management Teams (SMTs) to keep abreast with the new trends so as to ensure effective and efficient service delivery in the context of supporting the process of teaching and learning. The primary focus of the literature review pertains to the general changes within the South African public sector, and the implications thereof on the management practices and expectations.

According to Mouton (2001: 87), the rationale behind a literature review is to ensure that mere duplication does not take place, to discover the most recent authoritative materials and literature on the subject based on empirical values, to improve validity and reliability by using or developing instrumentation, and to ascertain the latest and most widely accepted definitions of key concepts in the field under investigation. The wasting of time, the making of errors and the mere duplication of material can be avoided through a well-founded literature study, thereby improving the validity and reliability of the research.

Mouton (2001: 90) describes the criteria for a good literature review as such,: "Literature studies should be exhaustive and cover main aspects of the study. Secondly, a good review in its treatment of authors. Sound judgment and a good knowledge of a topic are needed before one can be judgmental towards authors and their writing. Thirdly, literature reviews should be topical and not out-dated. Older resources formed the cornerstones of modern research, and if they add value to the research, they should be

included. Fourthly, the literature review should not be confined to internet resources only. Many articles and Web pages are not peer-reviewed or based on properly conducted research. Most scholarly research is still found in books and scientific journals. Lastly, a good literature review must be well organised and interactive, and should stem from a cyclical process. Literature reviews should be well structured and logical.”

A literature study is undertaken in order to explain complex terminology and new concepts, and to provide a theoretical basis to substantiate the importance of the proposed topic. The researcher, who is an educationist, will accumulate sufficient information in order to develop an intensive understanding on the factors that influence the implementation of the NCS by the SMT. The researcher interacted with various SMTs to be able research the topic effectively.

The primary objective of the literature study will be the establishment of a theoretical framework for the investigation. The researcher’s perception is based on various sources, including policy documents and the intensive reviewing of literature relevant to the topic.

The management practice was analysed with a view to formulate a conceptual framework for effective and efficient management of the National Curriculum Statement (NCS) by the School Management Teams (SMTs). This conceptual framework was used to assess the role of the SMTs and subsequent chapters will discuss the ways and means of enhancing their skills and knowledge, enabling them to be more efficient. The effect of legislations, policies and other documents supporting curriculum transformation introduced after 1994 will also be identified and discussed. An appropriate framework was informed by the following interventions:

- Recognition and consideration of criticism by supervisor
- Implementation of corrective measures after criticism
- Final decision on the study by external examiner

2.2. Effective and efficient management in the context of the South African government, and its implications on SMTs: A conceptual policy and legislation framework

2.2.1 Constitution as a tool for skills training in the context of the National Curriculum Statement (NCS)

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The preamble states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve quality of life of all citizens and free the potential of each person;
- lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of all nations.

The Constitution further states that “everyone has the right...to further education which the State, through reasonable measures, must make progressively available and accessible.”

The National Curriculum Statement, Grades’ 10-12 (General), lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and spelling out the key principles and values that underpin the curriculum.

The South African government, through its dynamic constitution, particularly the preamble, fosters society’s quality of life. The public sector’s key responsibility is to ensure the provision of excellent and quality service delivery to the entire society. The Batho Pele White Paper states that all public managers, including Provincial Public Managers (PPMS), should strive for excellence (SA: White Paper on Transforming Public Service Delivery, 1997:3). It is imperative, therefore, for public managers to be

skilled so as to be able to improve on service delivery. The establishment of good practices and the willingness to learn from other individual role players and institutions to improve the manager/s ability are indeed essential in order to deliver quality services to the community (SA: Department of Public Service and Administration, 2001(b): online). At the Fifth National Service Trainer's Conference (2001), the Minister of Labour asserted that a professional and committed civil service is indispensable for growth and prosperity (SAMDI, 2001:9). The Minister further indicated that, although there were many committed and hard-working civil servants, there were still too many who were not committed to delivering the required service (SAMDI: 2001). The Premier of the Free State was of the opinion that, except the frontline personnel, the Executive Council and top management also played an important role in this process (SAMDI: 2001).

Taking into account the literature, it was clear to the researcher that the Free State government is equally concerned with the quality service delivery. As such, it fosters a holistic and integrated approach to service delivery in all government departments, including education. The Minister for Public Service and Administration prioritised the development of service delivery innovation (SDI) policy framework in all the provincial departments (SA: Department of Public Service and Administration, 2001 a): online). This framework mandated the Free State Government Departments to establish and sustain a Service Delivery Improvement Plan (SDIP) (Department of the Premier, 2002(b):1). The Public Service Regulation further stipulated that the executive authority of each department should establish and sustain a SDIP. On the basis of this mandate, it became imperative for managers to have the skills required for service excellence.

2.2.2 The importance of legislation and policies in relation to the support of the SMT for the implementation of the NCS

The School Management Team is expected to have an intensive knowledge of policies and legislation relevant to the implementation of the NCS.

The following legislation and policies are important in terms of influencing the implementation of the NCS).

- **The constitution of the Republic of South Africa (Act No 108 of 1996).** This is the supreme law in the country. All other laws and policies must comply with the constitution. The constitution is the highest norm and can therefore be identified as the foundation of service delivery in the South African public sector (section 2 of the constitution, 1996). The critical outcomes which underpin the National Curriculum Statement (NCS) are derived from the Constitution of the Republic of South Africa. It is therefore important to take into cognisance the provisions and principles contained in the following regulatory framework:
- **The Labour Relations Act (Act No 66 of 1995) and its amendments.** This Act aims to promote economic development, social justice, labour peace, and democracy in the workplace. It promotes rights that are based on the values of the constitution.
- **The National Education Policy Act (NEPA) (Act No 27 of 1996).** This Act provides the basis for the relationship between the National Department of Education and provincial departments of education. It establishes the structures of:
 - The council of ministers (all provincial MECs for education); and
 - provincial heads of education departments (HEDCOM).
- **The South African Schools Act (SASA) (Act No 84 of 1996).** This is a National Act governing education in South Africa. It creates an education system that aims to promote the quality of education for all, on equal basis.
- **Subject Assessment Guidelines.** This document provides guidelines for assessment in the National Curriculum Statement, grades' 10-12 (General). The guidelines must be read in conjunction with the National Senior Certificate: A Qualification at Level 4 on the National Qualification Framework (NQF) and the relevant subject statements. Together these documents assist teachers in their implementation of the National Curriculum Statement. The Department of Education encourages teachers to use these guidelines as they prepare to teach. Teachers should also use every available opportunity to hone their assessment

skills. These skills relate both to the setting and marking of assessment tasks (Department of Education, 2007: 1).

- **National Curriculum Statement (Grades R-12) Assessment: National Protocol for Recording and Reporting.** This protocol provides requirements and examples for the design of learner profiles, teacher portfolios, report cards, record sheets and schedules. The Department of Education, Provincial Departments of Education and Schools are responsible for developing a recording and reporting system that is aligned to the requirements specified (Department of Education, 2007: 1).
- **The Employment of the Educators Act (Act No76 of 1998).** This Act governs the employment of educators. It also provides for the development of educators conditions of service in a document called Personnel Administration Measures (PAM).
- **The Employment Equity Act (Act No 55 of 1998).** This Act aims to promote equality in employment, to eliminate unfair discrimination and to reduce the effect of the past employment injustices. It clearly defines the 'unfair discrimination' and 'affirmative action'.
- **The Education Labour Relations Council (ERLC).** It is a negotiating forum on matters affecting educators. It also deals with dispute in the Education Sector affecting educators.
- **The Public Finance Management Act (Act No 1 of 1999).** It deals with lines of accountability and delegation, both nationally and provincially.
- **The South African Council for Educators (SACE).** This council was established in terms of the Employment of Educators Act to register all practicing educators and enforce standard of professional practice.
- **National Guidelines and Policies on:**
 - School governance
 - Curriculum change
 - Religion
 - Inclusive education

The legislation supporting the human resource development includes the White Paper on Public Service Training and Education, published in 1997, which establishes a policy framework on training and education in the provincial government. In addition, the Skills Development Act (Act 97 of 1998) and the Skills Development Levies Act (Act 9 of 1999) provide a framework for developing the skills of the South African workforce and integrating the relevant strategies within the National Qualification Framework (NQF) (South African Qualifications Authority Act, Act 58 of 1995). The Skills Development Act (Act 97 of 1998) covers the establishment of the learner ships and the financing of the skills development by means of a levy grant, while also providing for and regulating employment service administered by the department of labour. To direct standard setting, accreditation and quality assurance, the Public Service Sector Education and Training Authority (PSETA) was established on 20 March 2000. PSETA is mainly responsible for identifying priorities for skills development and administering the levy system (SA: Department of Labour, 2001 and the business Bulletin, 2002).

- **Skills Development Act, No. 97 of 1998**

According to this Act, training is of critical importance in South Africa, and a major overhaul has taken place in recent years. The forerunner to this Act was the South African Qualifications Authority Act (RSA, 1995b), which put in place the South African Qualifications Authority (SAQA) and its functions. SAQA pursues the objectives of the National Qualifications Framework (NQF). The objectives of the NQF, according to section 2 of the Act (RSA, 1995b), are to:

- Create an integrated national framework for learning achievements;
- facilitate access to, and mobility and progression within education, training and career paths;
- enhance the quality of education and training;
- accelerate the redress of past unfair discrimination in education, training and employment opportunities, and thereby contribute to the full personal development of each learner, and the social and economic development of the nation at large.

The NQF provided the backdrop for the Skills Development Act, No. 97 of 1998 (RSA, 1998b), which came into effect on 1 February 1999, and replaced the Manpower Training Act as well as the Guidance and Placement Act.

2.2.3 The purpose of the Act, No. 97 of 1998

According to section 2, the purpose of the Act is to:

- Develop the skills of the South African workforce;
- increase the levels of investment in education, training in the labour market and improve the return on the investment;
- use the workplace as an active learning environment, to provide employees with the opportunities to acquire new skills and to provide opportunities for new entrants to the labour market to gain work experience;
- employ persons who find it difficult to be employed;
- encourage workers to participate in leadership and other training programmes,
- improve the employment prospects of persons previously disadvantaged by unfair discrimination, and to redress those discriminated against through training and education;
- ensure the quality of education and training in and for the workplace; and
- provide for and regulate the workplace.

According to section 2(2), the purpose of the Act is to be achieved by establishing the following mechanisms:

- An institutional and financial framework comprising of the National Skills Authority; the National Skills Fund; a skills development levy-grant scheme as stipulated in the Skills Development Levies Act (RSA, 1999a); a sector for Educational and Training Authorities (SETAs); labour centres; and a skills Development Planning Unit.
- Partnerships between the public and private sectors of the economy to provide education and training in and for the workplace.
- Cooperative relationships with the South African Qualification Authority.

With regard to further enhancement of skills development in South Africa, the Skills Development Levies Act was passed in 1999. Its function, amongst others, is to regulate the imposition and collection of levies for training purposes, the role of SETAs and commissioner, as well as the distribution of levies, recovery of levies by SETAs, etc. In terms of the Act, every employer was required to pay a skill development levy from 1 April 2000 at a rate of half a per cent of the leviable amount (meaning the total amount of remuneration payable to employee during any month, as determined in the Fourth Schedule of the Income Tax Act, but excluding pensions, superannuation or retirement allowances), and one per cent from 1 April 2001 for the training and education of employees. The South African Revenue Services (SARS) was named as the national collection agency (Nel and van Dyk, 2001: 114-115).

It is evident that the legislation and policies cited above consolidate the significance of the skills development and training, particularly for SMTs, who in turn will have to train their subordinates. The policies and legislation above are intended to provide guidance and assistance to managers (SMT) in carrying out their professional obligations effectively, efficiently and in a manner that builds capacity for their teachers, learners, parents and governance systems while the quality of service delivery. Furthermore, the application of the policies and legislation encourages SMTs to develop effective relationships with their school governing bodies and departmental officials. Both provincial and district officials, with regard to the policies, are responsible for training school governing bodies and principals in a manner which focuses on empowering schools to improve the quality of teaching and learning. On the other hand, the school governing bodies will be able to make decisions affecting their schools, and how to best interact with school management teams in ways which provide support and guidance, balanced by thoughtful direction and control.

2.3 AN OVERVIEW WITH REGARDS TO THE CURRICULUM CHANGE IN SOUTH AFRICA

It is important to reflect on what characterised the Report 550 curriculum and how it was managed in comparison with the current system, (i.e. National Curriculum Statement) with specific focus on one of its principles, known as OBE (Outcomes-Based Education).

In terms of the National Qualifications Framework and Skills Development Act, the current national approach followed by the Department of Labour with regard to education and training is outcomes-focused.

The outcomes-based method differs from the traditional approach to education and training in that it focuses on the mastering of processes to achieve certain outcomes. It therefore focuses on the mastering of the knowledge and skills which are required to achieve a certain outcome. To this end, outcomes-based education integrates the traditional approaches such as *Trainer-Centred*, *Mentor-Centred*, *Criteria Referenced Instruction*, and *Competency Based Training* (Strydom, 2001: 114-115).

Outcomes-based education has, as its starting point, intended outputs (outcomes), as opposed to inputs of traditional curriculum-driven education and training. An *outcome* is regarded as what a person can do and understand, whereas a *competence* is what a person is able to combine regarding the use of skills, information, and understanding necessary to a particular situation. An essential outcome is a competence a learner has acquired at a required level of performance.

According to Erasmus and Van Dyk (1999: 4), “an outcome is not simply the name of the learning content, or concept, or the name of a competence, grade or score, but an actual demonstration in an authentic context. The basic approach is thus that if learning were based on outcomes, the starting point would be with the intended outcome – the end result. Once this is established, the curriculum processes (learning programmes) such as design, instructional planning, teaching, assessing and the development of

learning according to the outcome can commence. Outcomes-Based Education is a result-orientated approach to learning and is learning-centred.”

Outcome-based education and training is, therefore, a radical departure from the previous system used in South Africa. This is illustrated in a table below:

Comparison of outcomes-based approach and the traditional approach

TRADITIONAL APPROACH	OUTCOMES APPROACH
<ul style="list-style-type: none"> • Rote learning • Syllabus is content-driven and broken down into subjects. • Textbook- or worksheet-bound • Teacher-centred • Syllabus is rigid, non-negotiable • Emphasis is on what teacher hopes to achieve • Curriculum development not open to public 	<ul style="list-style-type: none"> • Critical thinking and reasoning • Learning is a process and outcome-driven, connected to real life situations. • Learner and outcome-centred • Teacher is facilitator • Learning programmes are seen as guides • Emphasis on outcome-what learner achieves • Wider community involvement if encouraged.

According to Strydom (1998: 10), “outcomes-based methods focus on two important aspects: firstly, the end result of the learning process, where learners must be able to demonstrate that they are competent with regard to prescribed outcomes; and secondly, the learning process and the transfer of information. This must guide the learner to the end of result.”

Outcomes-based training is a learner-based and result-orientated approach to learning based on the following principles:

- All learners are allowed to be able to learn to their full potential. (Both trainer and learner must therefore have high expectations to be able to learn successfully.)
- Success breeds success. Every success a learner achieves motivates the learner to strive for greater success.

- The environment must be learner friendly.
- The atmosphere should thus be one of encouraging a culture of learning.
- All parties concerned, such as the community, the state, and the learners, must share in the responsibility of learning. In outcomes-based training, all stakeholders should therefore cooperate in the development and implementation of the learning process.
- Learning achieves much more than mere memorising of knowledge and rote learning of skills.

According to Van Der Horst and McDonald (1997: 27), the characteristics of outcomes-based training are as follows:

- Active learners.
- Learners are regularly assessed.
- Critical thinking and reasoning are encouraged.
- Integration of knowledge that is relevant and linked to life experience.
- Learner-centred approach; trainers are merely facilitators, and group and team work are important.
- Learning programmes merely provide the guidelines, because creativity in the establishment of learning programmes is encouraged.
- Learners take responsibility for their own learning.
- Regular feedback and recognition of their learning efforts motivate learners.
- The emphasis is shifted to outcomes, which the learner understands and in which s/he is competent.
- Flexible time allocation, because learners work according to their own pace.
- Recommendations and inputs into the process by the community are encouraged.

From the information provided above, it is clear that outcomes-based education and training constitutes a radical departure from the traditional approach to training and development in South Africa. The National Curriculum Statement (NCS) emphasises the importance of parents partnering with teachers in the education of their children. It

therefore becomes imperative for the SMT to acquire relevant and appropriate skills that will encourage parents to participate actively in the implementation of the NCS. Some parents may not show enthusiasm when faced with being involved in curriculum-related activities, while others may not understand the curriculum.

2.3. CURRICULUM CHANGE IN SOUTH AFRICA

According to Gultig and Buttler (1999: 15), “every South African teacher has, in the past year, been exposed to lots of talk and activity about Outcomes-Based Education (OBE). OBE is a broad movement for the change of curricula in schools, colleges, universities, technikons, community organisations and in workplace education. No one in his right mind can change a curriculum just for the sake of change, or just because it is fashionable to do so. There are always strong reasons why a curriculum has to change. Changes are often brought about because someone believes that the present curriculum is antiquated either in part or as a whole. And this someone would then have to give a strong argument why the operating curriculum or part thereof is antiquated; another person may beg to differ and give equally strong argument why the present curriculum is still appropriate. Yet another person may agree that the present curriculum is antiquated, but disagree with what is being suggested as a replacement for that antiquated curriculum.”

2.5 INTERNATIONAL PERSPECTIVE ON CURRICULUM CHANGE

2.5.1 Outcomes-based education in the USA

William Spady, arguably the father of Outcomes-based education (OBE), introduced his model of curriculum planning into the USA some 20 years ago. Spady’s vision was one of beginning with the big picture through the creation of a set of broad outcomes, and from there working backward to determine the locally generated content to be used for achieving those outcomes. Spady(1994), as quoted by Berlach& O’Neill (2008: 50), has defined OBE as “a process clearly focusing and organising everything in an education system around what is essential for all students to be able to do successfully at the end of their learning experience. This means starting with a clear picture of what is

important for students to be able to do, then organising the curriculum, instruction and assessment to make sure that learning ultimately happens”.

From this broad definition, a number of fundamental principles, all of which have been distilled from Spady’s guiding text, *Paradigm Lost* (1998: 50), can be identified:

- begin with the end (outcome) in mind;
- individual schools design a curriculum around predetermined outcomes;
- comparing students’ performance is educationally counter-productive;
- all learning should be calibrated so as to allow for individual success; and
- the process is as important as the product, if not more.

When Spady’s principles first surfaced, they appeared to be such common sense and compelling that many education authorities wholeheartedly embraced Spady’s challenge of organising for results, often doing so naively, believing that matters such as content, assessment and implementation would, by and large, take care of themselves as schools interpreted and implemented OBE in their local context. Optimistically speaking, such an approach was never likely to achieve much success. Where local schools are part of a broad system-wide “core” understanding of how OBE is being conceptualised, those responsible for transmission at classroom level would most likely end up in a state of abject confusion. Simply asking design facilitators to empower the learning community, to paraphrase Spady, would never be sufficient direction for driving any system of education (Berlach & O’Neill, 2008:50)

2.5.2 Outcomes-based education in Australia

The evolution of an outcomes-based approach to education in Australia had its genesis in 1988, with the then federal Minister for Employment, Education and Training, John Dawkins, began pushing the state to articulate generic competencies that all students finishing school could arguably demonstrate. He called for such competencies against a backdrop of an economic recession, and viewed education as a tool for economic revitalisation in a highly competitive global economy. The competencies were thus driven by an economic and political imperative to produce outcomes serving the

national interest: that is, to produce a more productive, literate, intelligent and technologically sophisticated workforce.

In 1992, a set of seven generic skills, known as the Mayer Key Competencies, were identified as the basic transferable competencies that underpin workforce participation, further education, and personal and community activities throughout an individual's life. Such competencies informed the work of the National Profiles, which were early attempts to generate a nationally consistent curriculum. They did not achieve this, but did manage to leave the legacy of an outcomes-based approach to education in every state framework in Australia. This occurred as Spady's broad OBE principles were adopted as the interpretive lens for instigating future education and training. It needs to be made clear that, due to the slippery nature of the concept of OBE, it was never conceived of a unitary model for guiding the process of curriculum change. Each state developed its own interpretation of what OBE meant, how the model was to inform curriculum development and how consequent initiatives were to be implemented. After much iteration, most jurisdictions settled on a manageable understanding of OBE (Berlach & O'Neill, 2008:51).

2.5.3 The Western Australian experience

One state that stood out from the others in terms of interpretation and implementation protocols was Western Australia. Western Australia was one of the last states to review its curriculum and, when it was finally produced, the curriculum framework was arguably one of the most fundamentalist interpretations of OBE approaches in the country. Proponents adhered narrowly and rigidly to the fundamental principle of Spady's paradigm and, in doing so, lost the wider common-sense in his approach that had been so enthusiastically received when his work first appeared. Consequently, education in Western Australia has been shrouded in controversy. For approximately the first five years after the introduction of the OBE approach for students from kindergarten to Year 10, teachers were genuinely dismayed with the process, but doggedly persevered. At this time, the upper secondary courses were quarantined from the OBE agenda (Berlach and O'Neill, 2008: 49-62).

2.5.4 The review of the National Curriculum Statement (NCS)

According to the Department of Education (2010: 5-6) in July 2009, the Minister of Basic Education, Minister Motshekga, appointed a panel of experts to investigate the nature of the challenges and problems experienced in the implementation of the National Curriculum Statement (NCS), and develop a set of recommendations designed to improve the implementation.

The Minister's brief was in response to wide-ranging written and verbal comments from a range of stakeholders over several years, pertaining to the NCS. The stakeholders included teachers, parents, teacher unions, school management and academics. While there has been positive support for the new curriculum, there has also been considerable criticism of various aspects regarding its implementation, manifesting in teacher overload, confusion, stress and widespread learner underperformance in international and local assessment. Whilst several minor interventions have been made over time to address some of the challenges stemming from the implementation of the curriculum, these changes had not had the desired effect.

The panel consequently set out to identify the challenges and pressure points, particularly with reference to teachers and learning quality, to deliberate on how things could be improved upon, and to develop a set of practical interventions.

2.5.4.1 Key questions framing the findings and recommendations

The key areas were identified as:

- curriculum policy and guideline documents;
- transition between grades and phases;
- assessment, particularly continuous assessment;
- learning and teaching support material; and
- teacher support and training (for curriculum implementation).

2.5.4.2 Policy and guideline documents

The panel focused specifically on the *development and purpose, dissemination and support, use and availability, adequacy, clarity, accessibility and load* with regard to policy and guideline documents for the NCS.

2.5.4.3 Transition between grades and phases

Regarding transition between grades and phases, questions were posed around whether teachers and stakeholders thought there were problems; if so, they were asked where these problems arose; what the nature of the problems were; and what stakeholders thought should be done about them.

2.5.4.4 Assessment

Since 2005, assessment has been the national curriculum's most criticised area. The panel questioned: what the problems pertaining to the assessment policies were; whether there were area's boasting sufficient clarity, and appropriate use of assessment policies and guidelines; and what stakeholders, particularly the teachers, thought should be done to address the various problems.

2.5.4.5 Learning and Teaching Material (LTSM) and Teacher support

LTSM and teacher support were two critical areas that were brought into the panel's deliberations, given that they were two of the most commonly raised issues and are critical to successful curriculum implementation.

The following changes have been/will be made as part of the review of the National Curriculum Statement, as announced by the Minister of Basic Education, Ms Angie Motshekga, on 6 July 2010.

Current	Change	Timeline for implementation
A heavy administrative workload for teachers	<ul style="list-style-type: none"> • Reduction of recording and reporting. • Reduction of the number of projects for learner. • Removed the requirements for portfolio files of learner assessment. 	With effect from January 2010.
Learners are introduced to the first additional Language in grade 2.	<ul style="list-style-type: none"> • The language chosen by the learner as a Language of Learning and Teaching shall be taught as a subject as at least a first Additional Language, from grade 1. • English will not replace the mother tongue or home language in the early grades 	This will be introduce in 2011
In the General Education and Training Band, subjects have been called <i>Learning areas</i> and programmes, but <i>subjects</i> in the Further Education and Training Band.	All learning areas and programme will be known as <i>subjects</i> .	This will take effect from 2011.
In the intermediate phase (grades 4-6) learners have to do eight (8) learning areas.	The number of subjects in grades 4-6 will be reduced from eight (8) to six (6).	These changes will be introduced in 2012, after the necessary teacher orientation and development of appropriate textbooks in 2011.

<p>The importance of textbooks as crucial to quality learning and teaching has been de-emphasised. Teachers were encouraged to prepare their own content, lesson plans and forms of assessment.</p>	<p>The importance of textbooks in the achievement of quality learning and teaching has been re-emphasised.</p>	<p>Workbooks for learners in grade 1-6 will be distributed in 2011. A national catalogue of learning and teaching support materials from which schools can select textbooks is being developed.</p>
<p>The National Curriculum Statement designs learning areas in terms of outcomes and assessment standards.</p>	<p>The National Curriculum Statement is being repackaged so that it is more accessible to teachers. Every subject in each grade will have a single comprehensive and concise Curriculum and Assessment Policy Statement (CAPS) that will provide details on what content teachers ought to teach, and assess on a grade by grade and subject by subject basis. There will be clearly delineated topics for each subject, and a recommended number and type of assessment per term.</p>	<p>The Curriculum and Assessment Policy Statement (CAPS) will be phased into the Foundation Phase (Grades R-3) in 2011.</p> <p>The Curriculum and Assessment Policy Statement (CAPS) will be phased into grades 4-12 from 2011.</p>
<p>Assessment of learner performance in the GET Band(Grade 1-9) has been done entirely at school level.</p>	<p>From 2010, there will be externally-set annual national assessments for grade 3 and 6 learners. A pilot will be conducted this year for grade 9, and there will be full scale implementation in 2011.</p>	<p>Full scale implementation for grades 3 and 6 this year (03-04 November 2010).</p> <p>Annual National Assessment for all Grade 9 learners will be fully implemented from 2011.</p>

2.6 Developing curriculum leadership international perspective

Decentralisation of curriculum decision-making has been one of the key debates in the broad discussion of the appropriate change strategies to enhance school improvement, teacher development and pupils learning for past several decades (Fullan, 2001; Hopkins, 2001; and Skilbeck, 1984 in Edmond Hau-Fai Law, Maurice Galton and Sally Wai-Yan Wan, 2007: 143). The urge for decentralisation has been as a result of the failure to use central agencies in designing and planning new curricula for implementation in schools. There has also been a call for more democratic participation of the professional teachers in the school and curriculum decision-making process in the 1960s and 1970s in developed countries such as the US and Australia.

Decentralisation means taking decisions about what to teach more relevantly, how to teach more effectively and how to assess more accurately closer to where learning takes place in order to meet the diverse needs of the pupils in mixed ability classrooms (created by the introduction of compulsory education for all in the 1970s). Therefore, it also means changing the traditional roles of teachers from curriculum users to curriculum developers, taking up more responsibilities in making curriculum decisions for pupil learning (Harris, 2003; Marsh, 1997; Ovens, 1999; Stenhouse, 1975; Wallace, Nesbit & Miller, 1999 in Hau-Fai Law *et al.* 2007: 144). This movement of involving and engaging teachers in a wider range of curriculum responsibilities has been formally discussed in the 1982 Llewellyn report and more systematically by various education reports in Hong Kong. However, with regards to the Hong Kong situation, the pattern, and level of involvement and commitment of teacher participation, have yet to be well-defined and elaborated with the empirical data pertaining to what does and does not work (Law & Galton, 2004 in Hau-Fai Law, *et al.* 2007: 144). The 2002 establishment of a curriculum coordinator at a senior level within primary schools has shown the determination by government in terms of the policy orientations and investment of resources. However, its efficiency and effects upon teacher development and pupil learning remains largely, from an empirical point of view, unanswered. Decentralisation movements have also brought fundamental changes to the traditional role of the schools which are primarily concerned with pupil learning, where one focuses on how

pupil learning could be enhanced as a result of teaching learning, and how schools become a learning community for pupils as well as for teachers (Darling-Hammond, 1994; Fullan, 2001 in Hau-Fai Law, *et al.* 2007: 144).

The current project has adopted a different approach to teacher leadership that is understood as a shared phenomenon and responsibility to be realised collectively in school settings (The Ten School Leadership Propositions, retrieved on 3 October 2005). The development project reported here has followed this new understanding and predicated its theoretical assumption upon a professional definition of curriculum leadership. This new tradition regards teacher participation as a necessary condition of enhancing transformational experiences for the professional development of teachers and, therefore, enhancement of student learning. The following are the key characteristics of an effective leadership development programme, which form the design principles and approaches of the current project, echoing the concept of transformative leadership within the school-based curriculum development tradition (Harris, 2003; Henderson & Hawthorne, 1995; and Mac Beath & Moos, 2004 in Hau-Fai Law, *et al.* 2007: 144).

- The development activities should be school-based and problem-solving in nature, with a focus on enhancing student learning.
- The development activities should be collaborative so as to allow the emergence of social interaction equitably shared among the participating teachers.
- The social interaction in the development activities should be open and reflective in nature.
- The development activities should be formulated and organised in an enquiry mode of planning and implementing, and reflect upon actions which should be subjected to critical scrutiny.
- The development activities should be continuous, forming spiral and cyclical models of operation to engineer and sustain a culture of change and lifelong learning.

2.7 Management of change by School Management Teams (SMTs)

There are certain factors which the School Management Teams have to take into consideration when managing change in relation to the implementation of the National Curriculum Statement (NCS).

Fullan (1991: 65) asserts that “educational change is technically simple and socially complex. While the rationale for change may be clear and the type of change well defined, its interpretation within the school or subject area may create difficulties because of the social processes involved. Although the change process itself may be thought of as a linear and logical process, in reality it is iterative and messy.” Miles, Saxl and Lieberman describe the change process as having three major components:

- Initiation
- Implementation
- Institutionalisation

These three components are not linear, but merge into each other as the change process unfolds. Fullan (1993: 12) suggests that an important element of initiation is raising awareness among staff of the need for change and possible plans for implementation. Hopkins, Ainscow and West (1994: 6) suggest that these three phases are overlapping and mutually exclusive. However, in order for subject leaders to manage the change process effectively, it is important not only to understand what each phase involves, but also to consider how they interact. These three phases are discussed below:

2.7.1 Initiation

The initiation phase is the point at which the proposed change is introduced. There may be various methods of reaching this stage. For example, the proposed change may emerge from a subject area review, be imposed by the senior management team or may result from a problem within the subject area. The origin of the change is important because it will have a direct effect on the way in which the change is introduced and

understood (Hopkins, Ainscow and West, 1996: 21). There are many variables influencing both „if’ and „how’ a change is introduced. Fullan (1991: 17) has identified a range of barriers that affect initiation of change. There are two barriers of direct relevance to subject leaders.

The first barrier to change is the lack of access to information about the change itself. For teachers, a change is simply imposed from above or externally generated. As a result, they are rarely given the opportunity to share in the decision-making processes that have led to the change. Consequently, initiation of that change by subject leaders can be difficult. Where teachers are kept informed of proposed changes, and are part of the decision-making process, a greater sense of commitment and support for the change is generated (Fullan, 1991; Hargreaves, 1994). It may not always be possible for subject leaders to keep all team members informed of every discussion or development, but where important and major changes are concerned, the primacy of access to information cannot be underestimated.

A second barrier to the initiation of change is the competing pressures and demands upon teachers’ time. Increased curriculum demands upon teachers meant they have less time to meet with each other educators to discuss new ideas (Ball, 1999). The research evidence demonstrates the potency of teachers working together, but also indicates that teachers have less and less time to do so (Day, 1999). It is clear that school development and improvement occurs when teachers:

- engage in frequent, continuous and concrete talk about teaching and best practice;
- frequently observe and provide feedback to one another; and
- plan, design and evaluate teaching material together

(Little,).Where such norms of collaborative practice are not in place, innovation and the initiation of change become more difficult to achieve. Consequently, where possible, subject leaders should encourage and plan for teachers to work together. In this way, the initiation and implementation of change has a more secure basis, and is, therefore, more likely to succeed.

2.7.2 Implementation

Whether or not a change happens in practice is largely dependent upon the quality of implementation. This is the phase where the change or innovation is put into practice. It is the stage where planning stops and where action commences. For a large number of innovations, this is where change flounders and loses momentum. Fullan (1991) suggests that there are a range of factors that casually influence implementation and contribute to the process of successful change (e.g. quality and practicability of the change, clarity of the proposed change and the effect of the change on individuals).

For subject leaders, the main tasks during the implementation phase are the carrying out of action plans, developing and sustaining commitment, checking progress and overcoming any problems. During this phase, there will be a need for the combination of pressure on, and support for, teachers from subject leaders. There has to be enough pressure to ensure that the momentum of change continues, and that action takes place. Conversely, there needs to be technical, emotional, and professional support to ensure team members feel equipped to take on tasks related to change (Stoll and Fink, 1998). If there is too much pressure, stress will result. If there is too much support, complacency will follow. It is important that subject leaders retain a balance between pressure and support in order to encourage positive change throughout the implementation phase.

During the implementation phase, there will be a crucial time where the change appears to be making little progress. Fullan (1991) has termed this *the implementation dip*, which inevitably occurs in most change processes. Subject leaders need to recognise that this is an intrinsic part of the change process, and that it does not mean that the change has failed. Instead, it indicates that the change is at a critical stage and that additional effort is required to mobilise the change. In some respects, as people grapple with the meaning and skills of bringing about change, things may get worse before they get better. (Joyce and Showers, 1988).

The primary factors for success at this stage are the following:

- Shared clarity about the purposes and intentions of the change:
- shared control over implementation (i.e. team responsibility):
- a mix of pressure and support:
- early feedback on progress made: and
- teacher trust and collegiality.

These factors have to be entrenched and promoted by subject leaders. In the process of developing and implementing these factors, both the subject leaders and the teachers will be equipped with skills and knowledge to ensure that the implemented changes are sustained.

2.7.3 Institutionalisation

This is the phase where the change is not regarded as being anything new because it has been embedded into both the system and the culture of the subject area. While it might be assumed this will happen automatically, in practice it requires that the change is monitored and evaluated to ensure it is making the intended impact, and that this impact is sustained. The role of the subject leader will be to ensure that the appropriate monitoring and evaluation mechanisms are put in place to provide feedback not only on the initial impact of the change, but also on the extent to which it is still in operation, as intended.

As Huberman and Miles (1984: 14) note, “Innovations are highly perishable goods. Taking continuation for granted assuming magically that it will happen by itself - or will necessarily result from a technically mastered, demonstrable effective project- is naïve and usually self-defeating.”

The impact and outcomes of change will be dependent upon the quality of the initiation and implementation, including continuous monitoring and evaluation. One common misapprehension about evaluation is that it occurs at the end of a change or new development. While summative evaluation is important, it is formative evaluation that

contributes most to effective implementation and continuation. This feedback loop ensures that the process of change is sustained, and that evidence about the impact of the change process at difficult stages is systematically recorded.

Change can result from a wide variety of sources. It might occur as the result of policy directive, from feedback or review data, or in response to a particular issue or problem within the subject area. Whatever the impetus for change, it necessitates careful planning and systematic evaluation in order to succeed.

2.8 PARADIGM SHIFT BY THE SCHOOL MANAGEMENT TEAMS (SMTS)

Over the past decade, the dramatic changes in South Africa have afforded educators the opportunity to see a clean break with the past, and a recognition that the future depends on an education system, which develops the full potential of all children and young people, regardless of their colour, race, gender or location (Thurlow, Bush & Coleman, 2003: 9).

The country's democratic government has given high priority to educational management development, recognising that enhanced management capability is essential if schools and children are to achieve their potential. Thurlow, *et al.* (2003: 9) states that education is not an end in itself. Good management is an essential aspect of any education service, but its central goal is the promotion of effective teaching and learning.

The vision for South Africa's transformed education system has been, and continues to be, set out in policy frameworks and legislation. However, the challenge is to manage the transformation effectively, whilst simultaneously counteracting pervasive influences from the past. New education policy requires managers who are able to work in democratic and participative ways so as to build relationships, and ensure efficient and effective delivery (Department of Education, 1996: 25).

The *Apartheid* education system attempted to institute processes and procedures for organising teaching, which was aimed at maintaining social and ideological control. The

process of social and educational transformation in the new South Africa aims to break this cycle, but the experiences reported by the frontline South African education staff consistently suggest that progress is very uneven (Welton, 2001: 175).

In order to create an education system which will efficiently and effectively support learning, the Educational Management and Development Task Team (Department of Education, 1996: 42) emphasised that the changes needed would require a fundamental shift in organisation culture, often referred to as a *paradigm shift*. Changes are characterised as moving from a system which was controlling, rigid, hierarchical, bureaucratic and discriminatory to one which is visionary, flexible, collegial, democratic and inclusive.

According to Davidoff and Lazarus (2003: 170), in South Africa, schools tend to have been run with a focus on management rather than leadership. *Good* principals were efficient bureaucrats-people who completed forms on time and who established highly efficient structures, which ensured that the school functioned as smoothly as possible. Systems for covering for absent teachers, invigilation time-tables, procedures for disciplinary problems and systems of reporting, were all regarded as essential aspects of well-run school. As a result, most schools have been fairly rigid in form, and slow to respond to the environmental challenges. What seemed to be underemphasised was the need to lead the school purposefully and with fluidity in relation to an ever-changing set of circumstances.

Birkenbach (2001: 26) says virtually anyone involved in the education of the young in this country will agree that, in order for meaningful transformation to take place, a fundamental shift in the existing culture of some schools is essential. To be responsive to the needs of learners, educators have to reconceptualise the current practices that are not helping our learners to achieve the desired results. If the system can create context for collaborative teaching and learning practices and commitment, educators can succeed in channelling their individual and collective intelligence and energy to improve:

- the kind of service offered at schools;
- knowledge base, skills, attitudes and competencies;
- the individual and institutional capacity for learning and performing;
- learning experiences that add value to tasks;
- individual and collective innovations; and
- flexibility in the structures and processes that are employed in schools.

It is evident from the above that, in order for transformation to take place in schools, the School Management Teams (SMTs) should become the focal area producing momentum for change.

2.9 PROBLEMS IMPEDING EFFECTIVE MANAGEMENT OF THE SCHOOL MANAGEMENT TEAMS (SMTs)

It is important to establish factors which make it impossible for the School Management Teams (SMTs) to effectively implement the National Curriculum Statement (NCS).

2.9.1 Understanding the context of the School Management Teams' (SMTs) problems

Education practitioners and researchers concur that very few principals have undergone training to enable them to cope with their management duties, and that efforts to make the selection process used to identify successful principals work have often failed (Mc Curdy 1989: 65; van der Westhuizen 1991: 3; Masitsa 1995: 285). This implies that much effort will have to go into intensifying and improving on-the-job-training for principals, and remedying the ill-effects resulting from inadequate school management and leadership (Masitsa; 1995: 270).

The Department of Education in the Free State Province is concerned about the increasing number of principals experiencing school management problems. The situation at these schools is exacerbated by inadequate training or a lack of training for principals, the rapid changes taking place in education and the unavoidable promotion

of inexperienced teachers to the position of principal. Understandably, a teacher cannot acquire all the knowledge and skills needed for the position of principal from his/her previous post. Thus, many principals are incompetent to fulfil their tasks. Insufficient management skills inevitably result in principals experiencing management problems, and may lead to incompetent handling of management tasks and problems. (Department of Education. 2006).

According to van der Westhuizen (1991: 1), a principal was traditionally merely the head teacher and his/her work was less complex due to the fact that the task of heading a school was of limited complexity. The task of a principal as a manager developed early in the twentieth century as the evolution of the principal ship shifted from the classroom to professional management (McCurdy, 1989: 12). The principal's task, which had focused mainly on teaching, became a more management-directed one, with a shift from instructional skills to management skills. This implies that those involved in school leadership in the twenty-first century would require complex skills relating to leading people and to performing educational management tasks (Deventer, *et al.* 2003: 62).

Education Minister, Naledi Pandor, said, "We have a (school) leadership that cannot analyse, cannot problem-solve, cannot devise strategic interventions and plans, cannot formulate perspectives that are directed at achieving success." (Business Day, 10 September 2004).

The minister reiterated the fact that school leadership should be "pursuing" staff development as part of the integrated quality management system introduced to improve the quality of teaching at schools.

The Ministerial Committee's (2004:85) Review of School Governance shows that SGBs experience difficulties with SMTs with respect to a of lack of communication, failure to implement decisions taken at SGB meetings, and conflicts over spending priorities. However, SMTs report problems with the SGBs regarding members' availability, a lack of implementation of decisions made at SGB meetings, a blurring of the distinction between SGB and SMT, and spending priorities. This authoritative report suggests that the ideal of participative decision-making is not yet a reality in many South African

schools. The new ACE - School Leadership programme for aspiring principals (Department of Education, 2007) - stresses participative leadership, but it will take many years before such attitudes permeate the whole system.

2.10 THE NECESSARY SKILLS FOR THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT (NCS) TO BE IMPLEMENTED BY THE SCHOOL MANAGEMENT TEAMS (SMTs)

Among other skills required by SMTs for the implementation of NCS, implementation of the development plan, monitoring and evaluation, and leadership play an important role. In this regard, leaders in education play a seminal role in the process of developing a particular culture within a school.

2.10.1 Implementation of the development plan

Specific performance and success indicators are measures that specify how the implementation of the development plan is to be measured in terms of success or failure.

According to the Department of Education (2005: 58), a school usually has more goals than time and resources allow, so some form of selection has to take place.

2.10.2 Monitoring and evaluation

According to the Department of Education (2005: 58), the monitoring function continues throughout the cycle (perennial), but evaluation and review (audit) are performed less frequently. During all these processes, it is most important to objectively isolate invalid views and opinions during monitoring before effective evaluation can take place. Not all views are valid and honest, but this should not be used as an excuse to avoid evaluation.

- How well has the school done its job?
- To what extent have the various targets been met?
- To what extent are curriculum outcomes being achieved?

- Is curriculum planning taking place?
- Are relevant assessment plans and controls in place?
- Is the school fair to all cultures?

2.11 THE IMPORTANCE OF LEADERSHIP SKILLS FOR SCHOOL MANAGEMENT TEAMS (SMTS)

In South Africa, (educational) leadership has, historically, been extremely authoritarian. In reaction to this, a more facilitative style of leadership and management has emerged. Unfortunately, this has sometimes become too *laissez-faire*, allowing many voices to be heard, without giving adequate guidance or rigour. This has resulted in a lack of direction and purpose. What is needed is an approach to leadership and management which recognises the need for directiveness within a culture of negotiation, and a commitment towards building autonomy (empowerment) for all participants (Heron, 1992: 27).

In this regard, educational leaders play a seminal role in the process of developing a particular culture within a school.

Heron (1992: 28) maintains that, in an effective and democratically run school, directiveness is an essential aspect. He describes three main styles of leadership, all of equal importance:

- Directive – Directive Leaders need to be give instruction at appropriate times in appropriate ways. Consultation and negotiation are not always necessary or advisable, and leaders need to be given the trust and prerogative to make decisions and steer the school on a particular course with clarity when necessary. Hierarchical or directive leadership is often important in the initiation of development processes within schools.
- Consultative- there are times when it is absolutely necessary for leaders to consult and negotiate. Without consultation and negotiation, it is unlikely that there will be shared ownership of any change process, and implementation of ideas is likely to be constrained by a lack of commitment. Good leadership and

management means ensuring that appropriate consultation and discussion take place as part of school life. A consultative leadership and management style is particularly important when development processes are in place: it is at this point that it is important to consult with people about the specific decisions and choices relating to the on-going development of the school.

- Autonomous- Autonomous Leaders need to know when to delegate authority so that they do not hold the reins of power unilaterally or in an unchecked fashion. Delegation of responsibilities provides an opportunity for other members of the school community to take responsibility for, and to participate in, the life of the school in a more meaningful way. Delegation of tasks allows for the sharing of control and responsibility-an important aspect of democracy.

Heron claims that all three of these leadership and management styles need to be operating when a school is attempting to build a democratic ethos. They are interrelated, and any one in operation without others will result in an unbalanced situation.

2.11.1 Leadership training

Leadership training has become an important component in the quest for standardisation and control. It has become a basic departure point that leaders must be trained to be able to perform as expected. Training has thus become an important prerequisite to becoming a principal (Levine, 2005).

Bush (2003) identifies three models of leadership:

- Transformational leadership;
- Participative leadership;
- Political and Transactional leadership.

According to Bush (2003), this form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organisational members. Higher levels of personal commitment to the organisation, and greater a capacity for

accomplishing goals, are assumed to result in extra effort and greater productivity (Leithwood, Jantzi, and Steinback, 1999: 9).

Leithwood (1994) conceptualises transformational leadership along eight dimensions:

- building school vision;
- establishing school goals;
- providing intellectual stimulation;
- offering individualised support;
- modelling best practices and important organisational values;
- demonstrating high performance expectations;
- creating a productive school culture; and
- developing structures to foster participation in school decisions.

2.11.2 Participative leadership

Leithwood *et al.* (1999: 9) asserts that participative leadership assumes that the decision-making processes of the group ought to be the central focus. This model is underpinned by three assumptions:

- participation will increase school effectiveness;
- participation is justified by democratic principles; and
- in the context of site-based management, leadership is potentially available to any legitimate stakeholder.

Sergiovanni (1984: 13) points to the importance of a participative approach. This will succeed in strengthening staff ties and easing the pressure on school principals. The burdens of leadership will be less if leadership functions and roles are shared, and if the concept of leadership density were to emerge as a viable replacement for principal leadership. The participative model is consistent with the democratic values of new South Africa. The introduction of School Governing Bodies (SGBs) for all schools and the prominence given to SMTs, suggests a firm commitment to participative decision-making. McLennan and Thurlow (2003: 6) refer to an emerging paradigm, a growing

emphasis on building relationship in education. The development of SMTs in South African schools provides the potential for participative leadership, but there is little empirical evidence to suggest that it is supplanting, or even supplementing, the principal's singular leadership.

Bush and Heystek (2003), Karlsson (2002) and Harber and Trafford (1999) point to the need for co-operation between principals and SGBs if governance is to be effective. Maile (2004) notes the importance of setting up democratic structures, but this requires thoughtful planning, and parents need to be supported and informed. Karlsson (2002: 332), in a study of six schools, states that principals are dominant in all meetings because of "their power position within the school, level of education in contrast to other members, first access to information taken from education authorities, and because it is the principal who executes the decisions taken".

Given the nature and requirements of the NCS, the leadership styles outlined by Heron above are suitable and relevant for implementation by the SMTs. NCS demands that there be consultation between leaders and teachers, particularly when development processes takes place, such as designing assessment programmes and activities for a particular grade or grades. NCS is a transformational curriculum; therefore, necessarily, its implementation needs transformational leaders.

2.12 THE ROLE AND RESPONSIBILITIES OF THE SCHOOL MANAGEMENT TEAMS (SMTs)

The School Management Teams (SMTs) will mainly consist of the principal, the deputy principal, and the subject's heads of the departments (Department of Education, 2000a; 2000b: 9). It is difficult to separate the duties of the different members of the SMTs, seeing that they are regarded as a team that is led by the principal (Department of Education, 2000a: 9). However, their duties are as follows.

2.12.1 The role of the principal

The school principal provides directive leadership, facilitates the development of school policies, vision and a broad plan that will be owned by the departments and teachers (Department of Education, 2000a: 10).

According to Airasian (1997: 12), the school principal “can set a tone that good instruction is important at school, assess it and support it”. The role of the principal as an instructional leader cannot be adequately emphasised. Learning and teaching programmes are likely to fall flat if the principal does not provide visionary leadership. Airasian further explains that “promoting the sense that good teaching is important is a labour-intensive task that demands more than perfunctory, semi-annual classroom observations”.

In an attempt to respond to the challenges of the National Curriculum Statement (NCS), the principal can assume the following responsibilities:

- Inform parents and learners about the requirements and expectations relating to National Curriculum Statement (NCS).
- Encourage teachers to attend training sessions and subject forums organised by the districts and Head Office.
- Encourage the use of Continuous Assessment as a tracker of learner performance.
- Encourage teachers to convene quarterly subject meetings to brief parents about the performance of their children.
- Ensure that all subjects have the required learning and support material.
- Communicate the requirements of the National Senior Certificate (NSC) in terms of promotion and admission to a higher education institution to all learners and their parents/guardians.
- Ensure the monitoring of teaching, learning and assessment by the heads of the various departments.

2.12.2 The role of the Deputy Principal

The aim of this leadership position is “to assist the principal in managing the school and promoting the education of learners in a proper manner” and “to maintain a total awareness of the administrative procedures across the total range of school activities and functions” inasmuch as the deputy principal will be called upon “to assist the principal in his/her duties for the principal during his/her absence from school” (Employment of Educators Act, 1998: 65).

The deputy principal is the principal’s right-hand person, as quoted in Makete (2005: 8)- “The deputy principal is the second in command in the school and must act as principal in the absence of the principal”. Apart from deputising for the principal in his/her absence, the deputy principal also plays a major role in curriculum management and delivery.

In response to the possible challenges of the National Curriculum Statement (NCS), the deputy principal is strategically poised to assume the following responsibilities:

- Hold regular meetings with heads of the departments in order to discuss subject management issues.
- Make certain that heads of departments convene regular subject meetings where issues relating to content and policies are discussed.
- Encourage the development of subject improvement plans for all grade 10-12 teachers, especially those subjects where learners are underperforming.
- See to the monitoring of teachers - including new and temporary teachers.
- Ensure that the school has in its possession all policy documents of the National Curriculum Statement (NCS).

2.12.3 The role of the Subject Head of Department

The Head of Department plays a major role in supporting teachers with regards to didactic and academic issues. This is regulated under the Integrated Quality Management System (IQMS) (Education Labour Relation Council, 2003: 4).

Buchel, as quoted in Makete (2005: 7), defines a head of department at school level as “a subject head or leader of one, or a group, of subjects. He or she is a special teacher who has to give subject guidance to other teachers in his/her department”. A head of department (henceforth HoD) is effectively *at the coalface* of curriculum management and delivery. It is on the level of HoD that clear guidance should be given regarding teaching and learning as well as policy (-ies) implementation.

The HoDs will need to assume the following responsibilities in order to deal with the challenges that the NCS serve up:

- Organise and hold meetings with teachers who belong to their departments.
- Develop a year plan for the monitoring and supervision of subject teachers who belong to their departments.
- Encourage teachers to attend meetings and workshops organised by Learning Facilitators (LFs) and other relevant stakeholders.
- Respond to professional development needs of subject teachers, as indicated in feedback from their Integrated Quality Management System (IQMS).
- Oversee a process of developing subject improvement plans by all subject teachers, especially those who have students who are underperforming in their respective subject.
- Make certain that all grade 10-12 learners in their departments are made aware of National Senior Certificate (NSC) requirements in terms of promotion and admission to a higher education institution.
- Ensure that all teachers in their departments are in possession of all the required policy documentation.
- Encourage regular teacher-parent meetings where the performance of learners is discussed.

2.12.4 Primary role and responsibility of the SMTs

The School Management Teams, therefore, given their roles and responsibilities outlined above, play a vital role in the successful and effective implementation of NCS.

To this end, the skills training for the implementation of NCS should, essentially, focus on the role and responsibilities of the SMTs. Their primary roles and responsibilities generically embrace the following aspects:

- Planning;
- Monitoring;
- control;
- guidance and support;
- policy interpretation and analysis;
- policy formulation and implementation;
- effective communication skills;
- curriculum design;
- financial management;
- management of resources; and
- delegation ability.

2.12.4.1 Planning

It is important for the SMT to consider planning as a milestone in ensuring the successful and effective implementation of the NCS. It should also form the foundation for fostering a collective and collaborative working relationship between the SMT and teachers.

The planning approach assumes that all matters concerning educational institutions follow an annual cycle based on the academic year. In practice, this is not always the case as some of the planning issues that arise, often very important, are planned and implemented in a matter of days or weeks. Other matters or issues, known as *external imperatives*, are decided upon by the external authority and remain beyond the control of the institution. Major flaws in curriculum planning would need to be addressed immediately. Nevertheless, it makes good sense to determine major targets on the basis of this cycle.

2.12.4.2 The importance of planning for SMTs

There are several important reasons for planning. Apart from the fact that it prevents hesitation or false steps, it has the following advantages:

- Planning gives the organisation a sense of direction and purpose, so it is able to focus on the goals and objectives to be achieved.
- Planning is future-oriented. Managers try to anticipate what might happen in future; that is, they try to identify threats and opportunities, and then set action plans on how best to deal with them. Although it is impossible to precisely identify a future threat or opportunity, managers derive reassurance from having contingency plans.
- Planning can minimise any negative outcomes of change and uncertainty. If managers have established contingency plans, they will be able to react quickly to a wide variety of situations. This can minimise certain situations and maximise the positive effects of others.
- Planning co-ordinates managers who have different functions and who work in various divisions of the organisation, allowing them to follow its overall goal together.
- Planning lays down the standards used in controlling performance standards, and the action plans set to achieve and monitor them. (Botha, Cunningham, Musengi, Visser, Williams, Lotz, Booysen, Smith, Bosch & Banhegyyi, 2007).

Busher and Harris (2000: 160-161) assert that effective planning is based on five interlocking processes:

- Working with staff;
- establishing baselines, measuring current performance;
- carving a clear vision of where to go;
- creating sensible maps, timetables and ladders to achieve the preferred goals;
- creating a means of monitoring progress on the road to achieving the goals (target-setting).

To create sensible maps and timetables for implementing a development plan, having established the current situation of a subject area and its preferred vision, subject leaders need to incorporate the following elements into their subject area plans:

- Goals/objectives/targets (e.g. what they want to achieve);
- steps to be taken (e.g. how they plan to fulfil their goal);
- creation of timelines for objectives and goals;
- individual staff tasks and responsibilities in achieving goals;
- resources/support needed; and
- a monitoring process to gauge progress and to recognise completion.

2.13 THE NATIONAL CURRICULUM STATEMENT'S PERSPECTIVE ON PLANNING AND THE IMPLICATIONS THEREOF FOR SMTS

The focus with respect to planning will be specifically from the NCS point of view and its effectiveness regarding the successful implementation of NCS.

According to the Department of Education (2007: 15-16), planning is a management task which is concerned with deliberately reflecting on the outcomes of the organisation, the resources, as well as the activities involved, and drawing up the most suitable plan for effectively achieving these outcomes. Through careful planning, set outcomes are realised. As part of the management's function, SMTs are expected to lead a process of developing subject frameworks.

The subject framework is a broad subject plan aimed at the achievement of specific outcomes over a three-year period. Normally, a subject framework is informed by the NCS's subject statement. Based on a subject framework, teachers are expected to develop work schedules and lesson plans. The development of the work schedule, in particular, is an intricate process that requires the instructional leadership of a departmental head. The following points need to be taken into consideration:

2.13.1 Subject framework

- The sequencing of Learning Outcomes and Assessment Standards across the FET band to ensure a coherent teaching, learning and assessment programme.
- A subject framework is developed by all teachers who teach the same subject. It is developed for the entire band.
- The core knowledge and concepts are selected to attain the learning outcomes.
- Creating the context that ensures that the teaching and learning is appropriate to the needs that exist in the community, school and classroom.
- When developing subject frameworks, teachers also need to consider:
 - How integration within and across the subject will happen;
 - the resources needed, and those to be used when determining the teaching, learning and assessment activities; and
 - any special or national event likely to be included in the school calendar.

2.13.2 Work schedule

- A year-long programme based on the subject framework.
- The teachers responsible for the subject framework for a particular grade in FET will produce the work schedule. Thus, it is grade-specific.
- It develops on the sequencing, context and core knowledge choices made at subject framework level.
- Teachers will, in the process of developing the work schedule, plan:
 - The assessment programme of the year;
 - different assessment forms throughout the year in keeping with the subject assessment guidelines;
 - the use of resources needed; and
 - integration within and across subjects.
- The school must consolidate the assessment programmes of various subjects into an assessment plan, which should then be communicated to learners and parents.

2.13.3 Lesson plan

- The lesson plan provides detailed structure for teaching, learning and assessment activities.
- It could range from a single plan to a few months of activities.
- It enables events of major importance to be incorporated in the curriculum in a structured, yet flexible way.
- The following elements should be contained in a lesson plan, irrespective of a subject:
 - The Learning Outcomes and the Assessment Standards;
 - the context and/or core knowledge selection for the lesson;
 - the assessment tasks, tools and methods to be used in the lesson;
 - integration opportunities;
 - the actual dates over which the lesson will stretch;
 - conceptual links to the previous and future lessons;
 - details and sequencing of the teaching, learning and assessment that will make the lesson plan;
 - any particular teaching approach or method to be used; and
 - special and important notes regarding the needs of the learners.

The importance of NCS planning can further be consolidated and reinforced by the table provided by Haines (1996: 65-66):

Aspects addressed by successful teams

Issue	Aspect	Consideration
Why we exist (end result)	Outputs	(Customer-School-Educator) <ul style="list-style-type: none"> • Common vision • Mission • Core value • Challenging, attainable goals (Individual, team)
Our performance	Standards	<ul style="list-style-type: none"> • Team diagnosis • Individual and team performance standards • Key success factors
Our plans, strategies and priorities	Input	<ul style="list-style-type: none"> • Core strategies (school and team) • Business plans • Team plans • Link to school plans • Priorities
What do we do (our work)	Tasks	<ul style="list-style-type: none"> • Individual and team expectations • Continuous improvement
Our willingness and abilities	Skills	<ul style="list-style-type: none"> • Knowledge and skills • Attitudes • Leadership, management conceptual • Technical, interpersonal, school process • Commitment
What we have to use to do our work	Resources	<ul style="list-style-type: none"> • Budgets, people, equipment • Priorities and time use • Technology and information
Who does what	Roles (structures)	<ul style="list-style-type: none"> • Responsibilities (individual and team) • Interdependencies, co-ordination, freedom • Structure • Gaps/overlaps • School and job design
How we work together (formal, informal)	Processes	Processes, policies, and systems of: <ul style="list-style-type: none"> • Administration • Problem solving • Decision-making • Conflict management • Meetings • Planning and budgeting • Group processes • Improvement processes/feedback

		<ul style="list-style-type: none"> • Authority and empowerment • Simple, flexible • User-oriented
How we feel and get along with each other	Team relationship	<ul style="list-style-type: none"> • Working together effectively • Feelings, emotions, thoughts • Conflict, values • Work, management, leadership styles • Honesty, openness • Trust, integrity, pride • Giving, receiving feedback • Respect enjoyment, support
How we influence/are influenced by our environment	Educational stakeholders	<ul style="list-style-type: none"> • community • demand, response • key stakeholders • partnership and alliances • departmental policy

Sergiovanni (1984: 12) defines the “lower-order” leadership skills, or pre-conditions for effective teaching learning as follows:

- sound planning, time management and organisational skills;
- the possession of effective interpersonal and motivational skills together with a willingness to encourage participatory decision-making; and
- professional expertise in terms of curriculum knowledge, support for individual members of the teaching team and ability to lead staff development.

2.14 HOW CAN SCHOOL MANAGEMENT TEAMS (SMTS) INFLUENCE THE ENVIRONMENT FOR LEARNING AND COLLABORATION

2.14.1 Consultation

Consultation with staff, the School Governing Body (SGB), customers (parents and learners), and other relevant stakeholders is essential if the SMT and planning team are to obtain a fuller picture of the internal and external environments of the school. The

formulation of the vision and mission, the identification of priorities and future scenarios, and the review process should all be achieved through consultation in a democratic environment. It is advisable for the SMT to consult as it is impossible for curriculum planning to be carried out by the SMT without consultation with teachers at all levels.

The effective implementation of NCS can also, to a large extent, be influenced by effective communication and the collaborative partnership between the SMT and teachers.

Blasé and Blasé (1994) suggest that effective leaders need to facilitate effective communication; encourage openness and trust between people; and develop and model understanding of other people's practices. An important aspect of this is that successful leaders have to practice their *process* skills (i.e. they have to practice and model effective practice in getting on with other people in a variety of different ways and circumstances). A consequence of this is they are likely to be seen as being capable handling and diffusing conflict effectively, helping colleagues to feel involved in activities without compromising the core values agreed upon. Blasé and Blasé (1994), taking into a consideration their study of head teachers in the USA, suggested that leaders acting in this manner had a fundamental trust in their colleagues which was not necessarily found in other types of leaders. Busher and Saran (1995a) also found the same in their research survey regarding the leadership of school staff in the UK. Hopkins *et al.* (1997a:10) list six conditions creating an effective environment for learning and collaboration:

- Authentic relationships- the quality of openness and congruence of relationships in the classrooms;
- boundaries and expectations - the pattern of expectations set by the teacher and school regarding student performance and behaviour within the classroom;
- planning for teaching-the access of teachers to a range of pertinent teaching materials, and the ability to plan and differentiate these materials for a range of students;

- teaching repertoire- the range of teaching styles and models available for use by a teacher, dependent on student, context, curriculum, and desired outcome;
- pedagogic partnership – the ability of teachers to form professional relationships within and outside the classroom that focus on the study and improvement of practice;
- reflection on teaching-the capacity of the individual teacher to reflect on his or her own practice, specifically with regards to teaching from other sources.

On the basis of the information provided above relating to NCS planning, it becomes evident that planning is one of the important skills which the SMTs have to be trained in, in order to be able to implement NCS effectively. It is also clear that the new education policy encourages the SMTs to work in a democratic and collaborative manner. It is the researcher's opinion that planning in the context of NCS will promote working relationship between SMTs and teachers, and ensure uniformity with respect to teaching, learning and assessment. There would be a shared understanding about the role and responsibilities of SMTs, and shared understanding of the programmes and priorities to be addressed throughout the year. In addition, the SMTs would be more supportive to their subordinates and director, thereby re-conceptualising the management of the entire school. With regards to their respective subjects, SMTs will be empowered to make meaningful contributions. Taking the literature reviewed above, the researcher feels that it is evident that the development of skills and knowledge of SMTs with regards to planning will lay a firm and solid foundation - one which will underpin the effective implementation of the NCS.

Skilful and knowledgeable SMTs are crucial to the successful implementation of the NCS. Therefore, SMTs should not avoid involvement in work processes within the school - they are expected to encourage, enthuse, motivate and co-ordinate all the work processes. This is contrary to the traditional practice of the *top-down* approach.

2.14.2 Control

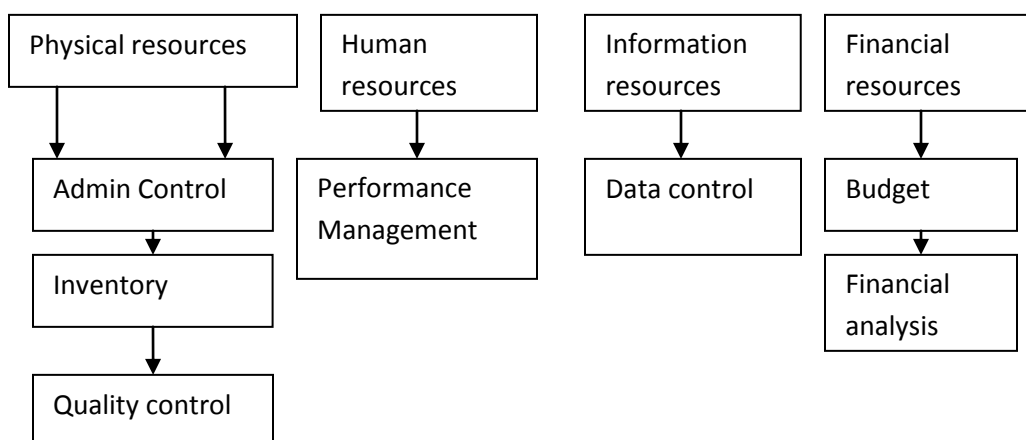
Control is one of the basic management principles, which, essentially, should be the SMTs' area of competence. The SMT is, therefore, expected to have the skills and

knowledge needed to control all NCS-related activities, with a view to support and provide guidance to the teachers and learners.

According to the Department of Education (2007: 3), the teacher must provide their Programme of Assessment to the Subject Head and School Management Team before the start of the school year.

This implies that the Programme of Assessment is submitted to the SMT for quality assurance, control and approval purposes. Espejo, Schuhmann, Schwaninger & Bilello(1997: 243) assert that the school's success depends on how effective each individual implements his/her tasks, guided by relevant policies such as the classroom policy. The school policies, functions and strategies are, therefore, defined through the formal logic of structures. Consequently, structure defines how the principal's educators and learners processes are designed to generate and realise the school's procedures.

According to Botha *et al.*, key areas of control in most organisations are shown as follows:



From the NCS perspective, it is of paramount significance for the SMTs to have the expertise and knowledge needed to control their subordinate's work, implementation of policies, functions and strategies in order to ensure its effective implementation. The structure above reflects the areas to be controlled by the SMT. This will be done

professionally, provided the SMT has been thoroughly trained and is competent to perform as expected.

2.14.3 Human resources

As far as the SMT is concerned, human resource development and performance management are of great importance. Welch (2001: 6) maintains that, to transform the school into a learning organisation, the principal should become deeply involved in human development resources. One must invest in the staff, train them up and develop them, in order to tap their creative talents. Welch's (2001: 6) advice is to "mobilise every ounce of intelligence in a school". The human resources aspect includes issues concerning all members of staff- both educators and non-teaching staff. Basic areas that concern the human elements are:

- Human resource development;
- informal, interpersonal relations and dynamics;
- conditions of employment; and
- managing diversity.

A principal should ensure that conditions for the personal and professional development of educators are built into the core processes of the school. This is important because organisational and individual learning are central to the learning organisation, ensuring that the individual develops within the work situation. One of the tasks of the principal is to become the custodian of the trust. as such, so as to enter into a psychological contract with his/her staff, creating the deepest possible commitment and building performance on sound relationship (Welch, 2001: 6). The focus should be on results and achievements, not on power. Power can stifle the expression of talent and creativity, so one should foster a strategic partnership with all the members of staff. Whilst managing staff performance, one should also remember to celebrate and reward good performance. Welch once again advises that "leaders should be hard-headed when it comes to results, but soft-hearted when it comes to people". The researcher is also of the opinion that a leader should try to touch the hearts and minds of their staff.

In so doing, they will strive to create a corporate soul and transform their school into a true learning organisation.

The SMTs have to develop specialist skills and knowledge which will enable them to create conducive atmosphere for ensuring the effective and efficient implementation of the NCS. SMTs should be committed to encourage and support staff development, and become inspirational concerning the implementation of the NCS.

2.14.4 Financial resources

According to Clarke (2007: 278), the management of the school's finances can be one of the most challenging of a principal's responsibilities. For many, it is an area in which they have little or no training expertise. It is also likely that the elected members of the governing body may be equally ill-equipped for the task. Therefore, responsibility for the day-to-day management of the school's finances is often delegated to the accounting teacher and the secretary. Wealthier schools are in the fortunate position of being able to employ a person with the necessary specialist knowledge, as a bursar, who is charged with the responsibility of managing the administration of the school's finances. They are also more likely to be able to include on the governing body, either through election or secondment, a parent or a member of the community who has specialist knowledge, and is therefore able take responsibility for financial oversight function of the governing body. Whatever the situation, it is essential that the principal makes sure that he/she has the knowledge required to understand the basic processes involved in managing the school's accounts, the budgeting process, and the systems and controls that are necessary to ensure that school monies are not misappropriated.

It is important for the principals and governing bodies to note that the South African Schools Act (1996:84) states that all school money (school funds) and all assets acquired by the school are the property of the school, and that they may be used only for the educational purposes of the school. Section 37 of the act sets out the position quite clearly:

School funds and assets of public schools

- 37 (1) *The governing body of a public school must establish a school fund and administer it in accordance with directions issued by the Head of Department (Provincial Head of Education)*
- (2) *Subject to section (3), all money received by a public school, including school fees and voluntary contributions, must be paid into the school fund.*
- (5) *All assets acquired by a public school on, or after, the commencement of this Act are the property of the school.*
- (6) *The school fund, all proceeds thereof, and any other assets of the school must be used for-*
- (a) educational purposes, at or in connection with such school;*
 - (b) educational purposes, at or in connection with another public school, by agreement with such other public school and with the consent of the Head of Department;*
 - (c) the performance of the functions of the governing body; or*
 - (d) another educational purpose agreed upon between the governing body and the Head of Department.*

Historically, principals and teachers have had little experience in managing school finances. As schools gain greater financial autonomy, supported by recent education legislation (South African Schools Act 1996), this has become an increasingly important aspect of management. Within the context of the move towards devolved financial control and responsibility in South African schools, national and provincial budgets provide both constraints and opportunities for school development. It is important that efforts are made to ensure that these budget allocations are adequate to support effective teaching and learning. Then, within the school itself, the development and management of a local budget becomes a major challenge.

In light of the above, it is evident that financial management is a critical aspect which requires the SMTs to have sound skills and knowledge regarding the matter. More resources are required for the successful implementation of the NCS, and SMTs have a key role to play in this regard. The role of the subject leader as financial controller and gatekeeper is crucially important in ensuring high-quality teaching and learning within the subject area. The way in which the budget is monitored and managed will have a major impact upon the resource flow to, and through, the subject area. If this is well managed, then the resources required to execute the job effectively will be available. If poorly managed, then the subject area will soon find itself in a difficult position and may lose valuable resources as a result of financial mismanagement.

2.15 CONCLUSION

This chapter attempted, through a review of the relevant literature available, to prove that the School Management Teams (SMTs) are the backbone or cornerstone of the school with regards to ensuring that quality teaching and learning take place. In enhancing, improving and sustaining the quality of teaching and learning, the School Management Teams must be supportive, and drive the change required. This compels the School Management Teams to reconceptualise firstly their roles and responsibilities in relation to the new curriculum and the management of the school, and secondly, the contribution other bodies can make in support of the school in all spheres. In essence, this points to a whole new approach to school management. Management development will capacitate the School Management Teams (SMTs) to manage and implement the necessary NCS changes effectively. Genuine transformation will depend on the nature and quality of internal management. The new approach to Education Management Development depends on planning according to a value-driven mission, managing through participation and collaboration, developing the school as a learning organisation, and drawing on other levels of the system for support. In the next chapter, the researcher will discuss the research design.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter was to provide a comprehensive explanation of the research design and methodology used for data collection relating to the factors that influence the implementation of the NCS by School Management Teams (SMTs) in the Motheo district. The following aspects were also discussed: *research approaches; population; sample; sample technique* and *instrumentation*. In this chapter the researcher explored the mode of mixed methods due to its value and advantages. According to (Bryman, 1998,2004;Fielding and Schreier, 2001; Kelle, 2001& Mason, 2002a in Mason, 2006: 10),“there is a range of well-rehearsed arguments about the value of mixing methods, many of which centre on the concept of triangulation and its value in validating data or analysis, or in gaining a fuller picture of the phenomenon under study.”

Due to the value of mixing methods expressed above, the researcher found it necessary to use both modes of inquiry. Mouton and Marais (1990: 169-170) see such a bridge as necessary, since a single approach cannot succeed in encompassing the full complexity human beings. Only by using both quantitative and qualitative approaches can the breadth, depth and richness of human life be grasped. Mixing methods, therefore, offers enormous potential for exploring new dimensions of experience in the social aspect of life, and the intersections that are formed in-between. This method has been known to encourage researchers to take a different view and think „outside the box’, if they are willing to approach research problems with an innovative and creative palette of data generation methods. This palette could certainly include, for example, the *qualitative standards* of semi-structured interviewing, observation and textual analysis, and the *quantitative standards* of social survey, demographic or economic data collection and analysis (Mason, 2006: 13).

3.2 PARADIGMS/THEORETICAL FRAMEWORK

The researcher has applied constructivist and interpretive approaches as paradigmatic views towards the research that was conducted. Interpretivism emphasises the *analysis, interpretation, presentation, outcomes and investigation* of human beings as the primary research instrument, making it ideally suited to qualitative approaches such as *observation, individual interviews, documentation, open-ended questions and audiovisual techniques* in collecting and studying data. Constructivism is associated with a belief that humans individually and collectively construct reality.

Trochim (2002: Online) discusses *post-positivism* - the current development in positivism. Post-positivism, in terms of form, may be associated with realism. The researcher, by virtue of being inclined to post-positivism, believes that all observation is fallible and, therefore, can contain elements which are incorrect. A theory based on observation can be, and needs to be, reversible. Taking this into account, the researcher used various measures to eliminate the margin of error. Bias was eradicated by crosschecking the findings in the study – a process known as triangulation. Triangulation was used as a way of getting closer to the truth or reality.

The researcher is of the opinion that, as human beings, we construct the world the way we would like to perceive it. The best solution to a problem is to consider as many view points as possible in an effort to achieve a product (framework) as close to perfection (reality) as possible. The researcher used these techniques to standardise the investigation of factors which influence the implementation of the NCS by School Management Teams (Trochim 2002: Online).

To summarise, a pragmatist looks at “what works”, what is of interest and value to him as a person, and how to conduct a study in ways that he deems appropriate. Most important of all, a pragmatist uses the results in ways that can bring about positive consequences within his value system to benefit not only himself, but also the entire human race (Tashakkori and Teddlie, 2003: Online).

3.3 RESEARCH APPROACHES: MIXED METHODS

In this research study, a mixed method approach was used. This involved quantitative investigation, which focused on the Heads of Departments (HoDs) and deputy principals as part of the School Management Team (SMT), and qualitative investigation, in which semi-structured interviews were conducted with the principals of the selected schools in the Motheo district.

According to Creswell (2009: 3), “mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Thus, it is more than simply collecting and analysing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research.”

Green (2008: 8) asserts that “to date, the development of mixed methods theory has involved a dynamic interplay with creative practice in highly practical fields and with felt limits of traditional theory in fields with strong disciplinary theoretical traditions. This has been generative and productive for the field, will likely continue to be so as the field develops, and so should be actively encouraged and nurtured.”

The research approach utilised in this study is based on qualitative and quantitative approaches. According to Creswell (2009: 61-62), “qualitative inquirers use theory in their studies in several ways. First, much like in quantitative research, it is used as a broad explanation for behaviour and attitudes, and it may be complete with variables, constructs, and hypotheses. For example, ethnographers employ cultural themes or *aspects of culture* (Wolcott, 1999: 113) to study in their qualitative projects, such as social control, language, stability and change, or social organisation, such as kinship or families. Themes in this context provide a ready-made series of hypotheses to be tested from the literature. Although the researchers might not refer to them as theories, they provide broad explanations that anthropologists use to study the culture-sharing behaviour and attitudes of people. This approach is popular in qualitative health

science research, in which the investigators begin with a theoretical model, such as the adoption of health practices or a quality of life theoretical orientation.”

3.3.1 Advantages of mixed methods

The use of more than one research method seems to have substantial advantages, such as the reduction of inappropriate certainty, providing differing views and enhancing the interpretability of the findings. Quantitative approaches mostly address the structural features, whilst the qualitative approach focuses mainly on the process aspects. Research has to address both the perspectives of the researcher and those of the subjects. A combination of qualitative and quantitative strategies allow for this because a qualitative approach best represents the researcher’s perspective, whilst a quantitative one addresses the views of the subjects. Most importantly, the qualitative and quantitative approaches are combined so as to provide a general picture of the phenomenon being studied (Punch, 1998: 247).

Creswell (1994:5) provides a table below to illustrate the differences between qualitative and quantitative approaches:

Table 3.1 Quantitative and qualitative paradigm assumptions

Assumption	Question	Quantitative	Qualitative
Ontological Assumption	What is the nature of reality?	Reality is objective and singular, apart from the research	Reality is subjective and multiple, as seen by participants in the study
Epistemological Assumption	What is the relationship of the Researcher to that which is being researched?	Researcher is independent from that which is being researched	Researcher interacts with that which is being researched
Axiological Assumption	What is the role of values?	Value-free and unbiased	Value-laden and biased. Informal.
Rhetorical	What is the language of	Based on set definitions.	Evolving decisions.

Assumption	research?	Impersonal voice. Use of accepted quantitative words.	Personal voice. Accepted qualitative words.
Methodological Assumption	What is the process of research?	Deductive process. Cause and effect. Static design categories isolated before the study. Context free. Generalisations leading to prediction, explanation and understanding. Accurate and reliable through validity and reliability.	Inductive process. Mutual simultaneous shaping of factors. Emerging design categories identified during research process. Context-bound. Patterns and theories developed for understanding. Accurate and reliable through verification.

Accordingly, quantitative and qualitative research methods represent two distinctly different means of conducting research. The trade-off between these two research methodologies has dominated the knowledge production area, in that researchers have long debated the relative values of quantitative and qualitative inquiries (Patton, 1990&Hoepfl, 1997 in Matobako, 2007: 94).

Both the terms *qualitative* and *quantitative* refer to techniques, methods, methodologies and paradigms in research (Meulenberg-Buskens, 1997, in Matobako 2007: 94). As illustrated in this section, the dichotomy between the two is as simple as it may seem. Qualitative research is seen to use a naturalistic approach that seeks to understand phenomena in context-specific settings. Quantitative research or logical positivism, on the other hand, uses experimental methods and quantitative measures to test hypothetical generalisations, as revealed in the preceding sections. Each of these

approaches presents a fundamentally different inquiry paradigm, and researcher actions are based on the underlying assumptions of each paradigm (Oskowitz & Meulenbergh-Buskens, 1997; Patton, 1990&Hoepfl, 1997 in Matobako, 2007: 95).

McBride and Schostak (1994: 9) provide major points of contrast and debate between the broad categories of quantitative and qualitative research by observing that:

Where quantitative research might seek to know the percentage of people that do one thing or another, the qualitative researcher pays much attention to individual cases and the human understandings that feature in those cases. Nevertheless, one finds the latter using terms such as “frequently” and “the majority of people”, and so on.

According to Hoepfl (1997: 2), another point of difference is that “whereas quantitative researchers seek casual determination, prediction, and generalisation of findings, qualitative researchers seek instead illumination, deepened understanding (own emphasis), and extrapolation to similar situations. Qualitative analysis results in a different type of knowledge than does quantitative inquiry. This discussion concludes that the difference between the two approaches should not necessarily translate to levels where one approach translates to being more important than the other. On the contrary, researchers need to be mindful of the reality that data are not always inherently quantitative, and that frequency distribution and probability tables would not be appropriate in certain social and human related context.”

The researcher has used both a questionnaire (close-circuit) and semi-structured interview approaches. With the questionnaire, the researcher targeted heads of the department as well as deputy principals, and ensured that the questions asked correlated with the research questions, assumptions and objectives. The researcher used a questionnaire which was easy to administer and understand, cultivating interest. As far as interviews were concerned, the researcher had the opportunity to have *face-to-face* interaction with the respondents, particularly the principals.

3.3.2 Quantitative research perspective

Creswell (1994: 6) asserts that “a quantitative study involves an inquiry process generally based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures, in order to determine whether the predictive generalisations of the theory hold true.”

3.3.2.1 Advantages of quantitative approach

- The setting is highly formalised and more explicitly controlled (Mouton & Marais, 1990: 155). The study will be conducted within a particular institution (in this instance, specific schools in the area), with certain respondents identified and chosen with respect to their roles and responsibilities so as to complete the questionnaire.
- The questionnaire can be seen as being close to physical science as an instrument of testing (Mouton & Marais, 1990: 155).
- By using a survey method, and a questionnaire in particular, internal control and reliability of the construct investigation into the factors that influence the implementation of the NCS (Mouton & Marais, 1990: 170).

3.3.2.2. Qualitative research perspective

Delport (in De Vos, 2002: 79) maintains that qualitative paradigm stems from an anti-positivism and interpretative approach, which then makes it essentially holistic. The main aim of the qualitative researcher is to collect data and to study the relationship between one set of data and another. In the process, data are measured using scientific techniques that are likely to produce generalisable conclusions.

A qualitative methodology, therefore, rests on the assumption that valid understanding can be gained through accumulated knowledge acquired first-hand by a single researcher. Methods such as participant observation and unstructured interviews are used so as to acquire an in-depth knowledge about the phenomena. (Fouché and Delport in De Vos, 2002: 80).

On the basis of the information provided above, the researcher maintained that, due to the fact that he was required to go through the research cycle more than once, has helped to increase the reliability of the study. For example, the initial assumptions and categories were checked against the data, and were then adapted. The researcher was also equally aware that repeating the research cycle was of value, but that this process did not ensure that the findings would have high reliability. This is due to the face that the qualitative approach is subjective and impressionistic, and the ways in which the information is categorised and interpreted often differs considerably from one investigator to another. The researcher has tried to avoid being influenced by biases and theoretical assumptions, but attempted to understand the study participants as rounded individuals in a social context.

3.3.2.3. Advantages of qualitative approach

- The researcher is the primary instrument in collecting data. Through an inductive process, builds abstractions, concepts, hypotheses and theories from the details of data collected. This process will inevitably lead to the establishment of the benchmarks demonstrated in a contextualised setting by implication of the NCS framework (Creswell in Mouton, 2001: 148).
- Due to its limitations, qualitative research normally investigates smaller groups so as to ensure quality. In this particular study, the researcher has made use of interviews, as well as naturalistic research (Denzin in Mouton, 2001: 148).

Patton, Hoepfl and Meulenberg-Buskens in Matobako (2007: 26) assert that the qualitative approach is considered significant in contributing towards rich, informed and insightful research outcomes as a result of the following:

- It is oriented towards the respondents;
- it emphasises the contextualisation of the process of knowledge construction;
- it presents itself as an open and flexible method in the area of research design;
- validity and reliability of the research results tend to, to a large degree, be dependent on the researcher's skill and sensitivity;
- the scope of such research tends to be on a small scale;

- it creates synergy among respondents, as they build on each other's comments and ideas; and
- it creates an opportunity for a researcher or interviewer to observe, record and interpret non-verbal communication signs, which are valuable during interview or discussions and analyses.

Over and above the foregoing justification, it should also be observed that qualitative methodology recognises that the subjectivity of the researcher is intimately involved in scientific research. Subjectivity guides everything from the choice of topic that one studies to formulating hypothesis, selecting methodologies and interpreting data. With qualitative methodology, the researcher is encouraged to reflect on the values and objectives he/she brings to the research, and how these affect the research project. Other researchers are also encouraged to reflect on the value that any particular investigator utilises (Gergen in Matobako, 2007: 27).

3.3.2.4 RESEARCH DESIGN AS WORLDVIEWS, STRATEGIES AND METHODS

According to Creswell (2009: 16), "worldviews, strategies and methods all contribute to a research design that tends to be quantitative, qualitative or mixed. Table 1.4 creates a distinction that may be useful in choosing an approach. This table also includes practices of all three approaches. Typical scenarios of research can illustrate how these three combine into a research design".

- Quantitative approach-post-positivist worldview, experimental strategy of inquiry, and pre-and post-test measures of attitude. In this scenario, the research tests a theory by specifying narrow hypotheses, and the collection of data to either support or refute the hypotheses. An experimental design is used in which attitudes are assessed both before and after an experimental treatment. The data are collected on an instrument that measures attitude, and the information is analysed using statistical procedures and hypothesis-testing.

- Qualitative approach-constructivist worldview, ethnographic design and observation of behaviour. In this situation, the researcher seeks to establish the meaning of a phenomenon from the views of the participants. This means identifying a culture-sharing group and studying how it develops shared patterns of behaviour over time (i.e. ethnography). One of the key elements of collecting data this way is to observe participants' behaviour by engaging in their activities.
- Qualitative approach- participatory worldview, narrative design, and open-ended interviewing.

Table 3.2 below shows the selection of a research design: qualitative, quantitative, and mixed methods approaches.

Tend to or typically	Qualitative approaches	Quantitative approaches	Mixed methods approaches
<ul style="list-style-type: none"> • Use these philosophical assumptions 	<ul style="list-style-type: none"> • Constructivist advocacy/participatory knowledge claims 	<ul style="list-style-type: none"> • Post-positivist knowledge claims 	<ul style="list-style-type: none"> • Pragmatic knowledge claims
<ul style="list-style-type: none"> • Employ these strategies of enquiry 	<ul style="list-style-type: none"> • Phenomenology grounded theory, ethnography, case study and narrative 	<ul style="list-style-type: none"> • Surveys and experiments 	<ul style="list-style-type: none"> • Sequential, concurrent and transformative
<ul style="list-style-type: none"> • Employ these methods 	<ul style="list-style-type: none"> • Open-ended questions, emerging approaches, text or image data 	<ul style="list-style-type: none"> • Closed-ended questions, predetermined approach numeric data 	<ul style="list-style-type: none"> • Both open and closed-ended questions, both emerging and predetermined approaches and both quantitative and qualitative data and analyses
<ul style="list-style-type: none"> • Use these practices of research as the researcher 	<ul style="list-style-type: none"> • Positions him or herself • Collects 	<ul style="list-style-type: none"> • Tests or verifies theories or explanations 	<ul style="list-style-type: none"> • Collects both quantitative and qualitative data

	<p>participants meaning</p> <ul style="list-style-type: none"> • Focuses on a single concept or phenomenon • Brings personal values into the study • Validates the accuracy of findings • Makes the interpretation of the data • Creates an agenda for change or reform • Collaborates with participants 	<ul style="list-style-type: none"> • Identifies variables to study • Relates variables in questions or hypotheses • Uses standards of validity and reliability • Observes and measures information numerically • Uses unbiased approaches • Employs statistical procedures 	<ul style="list-style-type: none"> • Develops a rationale for mixing • Integrates data at different stages of inquiry • Presents visual pictures of the procedures in the study • Employs the practices of both qualitative and quantitative research
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3.4. RESEARCH DESIGN

A wide range of aspects have been covered in the research design to ensure that an area of interest is systematically studied. A research design is a basic plan of study. The term *research design*, therefore, refers to how the study is to be carried out (Imenda and Muyangwa, 2006: 92). The research design is further described as the “plan” or “blueprint” of how one intends to do the research study (Mouton, 2001: 55 and Thyer, 1993: 94). According to Nyanjui (2009: 9), a research design is “the conceptual framework within which the research will be conducted. Some scholars have called it the *blue print* of the research. The research design is meant to ensure efficiency of the

research project. It ensures collection of relevant evidence with minimal expenditure of effort, time and money. The design used is dependent upon the purpose or objectives of the research. Research may be done for exploration, description, diagnosis or experimentation. Preparation of a research design is influenced by the following:

- Means of obtaining the information;
- skills of the research personnel;
- time available for the research;
- resources available for the researcher; and
- size of the sample.

According to Creswell (2009: 3), “research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This plan involves several decisions, and they need to be taken in the order in which they make sense, and the order of their presentation here. The three types of designs are advanced: qualitative, quantitative and mixed methods.”

- Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participants’ setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honours an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (adapted from Creswell, 2007).
- Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically using instruments, so that numbered data can be analysed via statistical procedures. The final written report has a set structure consisting of an introduction, literature and theory, methods, results and discussion (adapted from Creswell, 2008). Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in

protections against bias, controlling for alternative explanations, and being able to generalise and replicate the findings. According to Pinsonneault and Kraemer (1993: 10), “a research design is the strategy for answering the questions or hypotheses that stimulated the research in the first place. Surveys’ designs may be distinguished as cross-sectional or longitudinal, depending on whether they exclude or include explicit attention to the dimension. The classic cross-sectional design collects data at one point in time from a sample selected to represent the population of interest at that time. One can generalise safely the findings from the sample to the population at the point in time the survey was conducted. Cross-sectional designs limit causal inferences, because the study is conducted at one point in time and temporal priority is difficult to establish.”

This study was conducted in the south-eastern part of the Free State province in the township of Botshabelo, Thaba-Nchu and Bloemfontein. Botshabelo, in particular, has the largest cluster of FET schools in the Free State Province, and constitutes both rural and urban environments. The researcher selected forty schools to form the target group of the investigation, and the questionnaires were distributed to all of them. The same target group was used when conducting the interviews.

The researcher has discussed the data collection strategies used in the research, the sampling procedures, and finally the data analysis and interpretation. Choosing to use a mixed research method, the researcher found that the combination of qualitative and quantitative seemed to have substantial advantages, such as the reduction of inappropriate certainty, providing differing views and enhancing the interpretability of the findings. In his opinion, the researcher felt that the combination of qualitative and quantitative approaches would provide the most accurate picture of the research being done.

Due to advantages such as the fact that it covers a wide spectrum of the population to which the findings will be generalised, the researcher deemed it appropriate to gather information via a survey.

3.4.1 Research method

The researcher in this study used a survey method. McMillian and Schumacher (2006: 25) assert that “a survey is essentially a cross-sectional method of research involving the gathering of data from a large number of cases, from a limited area, at a particular time. It is the collection of information on a wide range of cases, each case being investigated only on a particular aspect under consideration. Imenda and Muyangwa (2006: 25) describe a survey as “a typically broad and general investigation into attitudes, interests, values, preferences or opinions of a selected sample of a wider target population.”

Robert, Floyd, Fowler, Mick, Couper, Lepkowski, Eleanor, and Roger (2009: 2-3) define a survey as “a systematic method of gathering information from (a sample of) entities for the purposes of constructing quantitative descriptors of the attributes of the larger population of which the entities are members. The word *systematic* deliberately and meaningfully distinguishes surveys from the ways of gathering information. The phrase (*a sample of*) appears in the definition because sometimes surveys attempt to measure everyone in a population, and sometimes just a sample.”

According to Singh and Bajpai (2009: 163), “the survey methods of survey studies collect the following three types of information:

- (1) of what exists;
- (2) of what we want; and
- (3) of how to get there.”

The information of what exists is gathered by studying and analysing important aspects of the present situation. The information of what we want is obtained by clarifying goods, goals and objectives, possibly through a study of the conditions existing elsewhere, or what experts consider to be desirable. On the basis of the experiences of others, or of the opinions of experts, the information regarding how to get there is collected through discovering the possible means of achieving the goals. The following are the main characteristics of survey method research:

- The survey method gathers information from a relatively large number of cases at a particular time.
- It is essentially cross-sectional.
- It is not concerned with the characteristics of the individuals.
- It involves clearly defined problems.
- It requires an expert's imaginative planning.
- It involves the defining objectives.
- It requires careful analysis and interpretation of data gathered.
- It requires logical and skilful reporting of the findings.
- Surveys vary greatly in complexity.
- It does not seek to develop an organised body of scientific principles.
- It provides information "useful to the solution of local problems".
- It contributes to the advancement of knowledge because it affords penetrating insight into the nature of what one is dealing with.
- It suggests the course of future developments.
- It determines the present trends and solves the current problems.
- It helps in fashioning the many tools with which we do the research."

Pinsonneault and Kraemer (1993: 3) describe the survey method as "a means of gathering information about the characteristics, actions or opinions of a large group of people, referred to as a population. Surveys conducted for research purposes have three distinct characteristics. Firstly, the purpose of conducting a survey is to produce a quantitative description of some aspects of the study population. Survey analysis may be primarily concerned either with the relationships between variables, or with projecting findings descriptively to a predefined population. Survey research is a quantitative method, requiring standardised information from and/or about the subject being studied. The subject studied might be individuals, groups, organisations or communities; they may also be projects, applications, or systems. Secondly, the main way of collecting information is by asking people structured and predefined questions. Their answers, which might refer to themselves or some other unit of analysis, constitute the data to be analysed. Thirdly, information is collected about only a fraction of a study population - a

sample - but it is collected in such a way as to be able to generalise the findings to the population. Usually the sample is large enough to allow extensive statistical analyses.

Therefore, the researcher has made use of a confirmatory type of survey, due to the fact that the sample had a large number of people. Immenda and Muyangwa (2006: 26) describe the confirmatory survey style as “the most commonly used approach, usually involving structured interviews or questionnaires intended to verify information, perceptions, opinions or views. The purpose of the confirmatory survey is to assess the extent to which participants hold similar beliefs, share specific views and ways of looking at things, possess certain skills, or exhibit comparable behaviour.”

3.5. INSTRUMENTATION

3.5.1 Construction of a questionnaire

The researcher designed or developed a question which consisted of two parts, namely the demographic profile of the respondents, and questions based on the NCS training for SMTs.

- Part 1, (Demographic profile). The focus of the questionnaire concerning this part was on the following aspects: name of the school; where it is located; the number of years for which the respondents had been at that particular school; the experience of the respondents in the education sector; highest qualifications; age group and; lastly, the marital status of the respondent
- Part 2, (Questions on NCS).The questionnaire comprised of a closed form of questions which required “Yes or No responses .Questions were carefully structured to avert undesired or irrelevant answers.

The researcher, in his development of the questionnaire, carefully avoided the following trends:

- Questions which indirectly or directly persuade the respondent to provide a preferred answer.
- The use of irrelevant vocabulary, as opposed to the vocabulary that is appropriate to the NCS topic.

- Questions which may embarrass and belittle the respondents.
- Ambiguous questions.
- Questions which respondents would not immediately relate to, in terms of the subject matter.
- Wording questions in a negative manner.

It is the researchers' opinion that the questionnaire garnered interest from the respondents due to the fact that it was relatively short, easy to answer, unambiguous and user-friendly.

3.5.2 Pilot study

De Vos, Strydom, Fouché & Delport (2007) in Setlalentoa (2009: 73) assert that "a pilot study is one in which the prospective researcher can orientate himself to the project he has in mind". It forms an integral part of the quantitative research process. A further argument is that "a pilot study can alert the researcher to possible unforeseen problems which may emerge during the main investigation." The pilot study is, therefore, a small preliminary investigation similar to the major study, designed to acquaint the researcher with the problems to be corrected in preparation for the major study. It also affords the researcher the opportunity to test procedures for collecting data. Prior to a pilot study, the researcher submitted questionnaires to a statistician and study leader for their perusal and approval.

Pre-tests and pilots helped to minimise the effects of errors when research was conducted and were, therefore, essential. Pre-tests and pilots are valuable when new procedures, environments or phenomena are investigated (Greenfield, 1996: 121). Tesch (1990: 187) also supports the use of pilots and pre-tests, as a content analysis programme requires preliminary work for efficient overall analysis.

In spite of the wealth of experience and literature which may exist in any discipline, it usually represents only a section of knowledge of people involved daily in the specific field. Tapping into the experience of experts usually offers many more advantages than disadvantages, and therefore this aspect should be encouraged as part of the pilot study (De Vos, 1998: 180-181).

The researcher has, therefore, on the basis of the view expressed above, conducted no less than two pilot studies. The first pilot study focused on the correction of problems pertaining to the questionnaire and interview questions, openly asking for help and comments from a relatively small group of colleagues who are knowledgeable and have expertise regarding the implementation of the NCS. These colleagues are Provincial Subject Coordinators who supervise the Learning Facilitators of various subjects. Among other activities, they participated in the development of policies and training manuals on NCS implementation for teachers across the country. The second pilot was conducted as though it were the actual study being done in or to search for additional problem areas. The researcher is of the opinion that the pilot helped him to identify potential problems with his research design, and corrected them before launching into the final study..

3.5.3 Distribution of questionnaires

The questionnaires used in this research were delivered by hand (De Vos, Strydom, Fouché, Poggenpoel & Schurink, 1998: 154). This approach to questionnaire distribution saves time, and because they are delivered personally, they usually have a higher response rate. It also affords the researcher the opportunity to solve the uncertainties pertaining to the questionnaire as they are being collected (De Vos *et al.*, 1998: 155; and Greenfield, 1996: 121).

The questionnaire was distributed to the identified schools, where the researcher explained its contents to the HoDs and deputy principals. Ethical issues were also explained to the respondents, who were made to understand that they were under no obligation to participate in the process of providing data through the completion of the questionnaire.

Among other things, the researcher used the questionnaire to gather information from a large numbers of respondents regarding their impressions and practices with respect to the implementation of the NCS. The questionnaire was designed in a manner that would allow it to correspond or correlate with the research questions, research assumptions and objectives. The questionnaire also focused on aspects such as the demographic of the population and the respondents' knowledge on a wide range of

issues impacting on the implementation of the NCS. This included questions such as “which aspects of NCS do you want to be included in the training of the NCS?” and “is monitoring of NCS an important aspect of NCS?” The instrument was easy for the respondents to understand and answer. It was also a reasonable length, and, therefore, motivated the participants to respond. In addition, as a result of the easy nature of the instrument, the researcher found it effortless to edit certain responses and code them appropriately,

3.5.4 Semi-structured interviews

An interview is defined as a specialised form of communication between people for a specific purpose associated with some agreed subject matter (Anderson, 1998: 190). Interviews have many advantages as a method of data collection, and people are more easily engaged in an interview than they would be when completing a questionnaire. More complete information is also obtained by interviews (Anderson, 1998: 190).

In view of the fact that the researcher has used both qualitative and quantitative research, the instruments used were a questionnaire and the conducting of interviews.

Data collection in qualitative research can be conducted using two distinct methods, namely, *non-interactive* and *interactive*. With the non-interactive method of data collection, the researcher is not actively involved in what is happening. The role of the researcher is only to watch and note what is taking place. Sometimes the researcher has to make sense of any artefacts or pieces of information that he/she comes across. Examples of non-interactive methods include *non-participant observations*, *archival records*, *memoirs*, *record books*, *minutes* and *dairies*. Interactive methods of data collection rely on the actual interaction between the researcher and the participants in the form of partaking in the participants' daily activities and asking them questions (Swanepoel, 2000: 95; Bhim, 2004: 123).

For the purpose of this study, the researcher has personally interacted with the identified respondents, visited them at their various work stations, and conducted interviews. Questionnaires were also distributed to be filled in by the identified respondents. Via the use of the questionnaire, the researcher covered the aspects

expressed in the literature review, such as: managing change in education; the role of SMTs in relation to the implementation of the NCS; the NCS perspective on planning, as well as its implication, monitoring and evaluation. Mixed method research techniques were used for data collection, and the interview was used as an instrument in order to gathered information.

The researcher conducted face-to-face, semi-structured interviews with the principals of the identified FET schools within Botshabelo, Thaba-Nchu and Bloemfontein, all situated in the Motheo district. Prior to the interview, the researcher made an appointment with the individual principals so as to arrange for a date and time convenient to them. This was done in order to avoid the disruption of the smooth running of the school. The interviews conducted with the principals were intended to consolidate the quantitative data, and to assess the views and opinions of the principals in relation to the factors which influence the implementation of the NCS by SMT. An interview guide comprising of a list of questions or issues that are to be explored in the course of an interview were prepared in order make sure that basically the same information is obtained from a number of people by covering the same material (Patton,1990 in Setlalentoa, 2009: 79).

To ensure that the interview was conducted successfully, the researcher has implemented the guidelines, techniques and suggestion recommended by De Vos (2002: 293), Macmillan and Schumacher (2001: 443) as follows:

- The researcher should prepare thoroughly for the interview;
- participants should be given an explanation of the purpose regarding research, and how the research will be conducted;
- confidentiality should be guaranteed;
- the researcher has to establish a rapport with the participants
- questions should be clear, brief and unambiguous;
- sensitive and leading questions should be avoided;
- experience questions should be asked before opinion/feelings questions;
- questions preceded by “why?” should be avoided;
- the interview questions should not be too long, and should be typed out;

- even though communication techniques such as *paraphrasing*, *encouragement*, *listening*, *probing* and *responding* should be used, the respondent should still do most of the talking.

For the purpose of this research, the researcher has used the semi-structured interviews which ensured that he asked open-ended questions which allowed respondents freedom in answering questions, and the opportunity to provide in-depth responses. The researcher was also been able to gather more information by probing, or following up on certain questions about the respondent's feelings and the motivation behind their answers. The interview was conducted in English, due to the fact that English is recognised as the medium of communication in the Free State Department of Education's schools and, furthermore, it is a language which all the principals are conversant with. The questions of the interview were spread out so as to touch on all aspects that are important as far as the implementation of the NCS is concerned, such as: training principals with regards to the NCS; the problems they encountered with respect to the implementation; their management of the NCS; planning; monitoring; control of HoDs and deputy principals' activities; leadership skills; and their working relations with other stakeholders. The researcher created an atmosphere that allowed for effective engagement to take place. The respondents were assured confidentiality and also told by the researcher that whatever response was given would not count against the respondent, and that his/her name would not be mentioned in any document constituting this study.

The researcher found the interview process to be helpful and informative, as it revealed even aspects which the researcher could not have been able to foresee. As the interviewer, the researcher could also draw the principals' attention to the importance of their involvement in the implementation of the NCS. Through the information gathered during the interviews, areas constituting challenges could be investigated. Ways and means could be devised to address the role and responsibilities of the SMT to ensure the effective implementation of the NCS. The interview process also made the principals aware that changes have to be made. They came to the realisation that a

paradigm shift was inevitable, and that it was a matter of urgency. The principals became aware the fact that they have the ability to act as agents of change and, therefore, have to be at the forefront concerning the implementation of the NCS in line with the principle of Outcome-based Education (OBE).

The principals involved in this study differed on a number of levels, including aspects such as qualifications, experience as principals and their exposure to NCS training. One of the principals who had not been trained with regards to the NCS told the researcher that he familiarised himself through a process of self-study, providing an idea of what the NCS entailed.

3.6 POPULATION AND SAMPLE

3.6.1 Population

According to Imenda and Muyangwa (2006: 97), a target population is defined as the group of subjects around whom the findings of a given study will be generalised. Ary, Jacobs and Razavieh (2002: 565) describe a population as “a group of potential respondents to which a research is applied”.

The target population for this study is all the Free State secondary schools, now referred to as Further Education and Training schools (FET schools). Under the Free State Department of Education, FET schools have been categorised in terms of districts as follows:

District	Number of schools
Xhariep	13
Motheo	59
Lejweleputswa	53
Thabo Mofutsanyane	74
FezileDabi	48
Total	247

According to the Department of Social Development (2009: 20), “the secondary education trend appears similar to the primary education trend in that the population distribution is higher in the first grade of secondary level and drops in the subsequent

grade, which might mean a higher failure rate in grade 8. The population distribution rises again from grade 9 to 12. The enrolment of learners per district is as follows:

District	Enrolment of learners
Xhariep	29941
Motheo	18120
Lejweleputswa	141790
Thabo Mofutsanyane	183575
FezileDabi	105520
Total(Free State)	642026

3.6.2 Sample technique

According to Pinsonneault and Kraemer (1993: 15), sampling is concerned with drawing individuals or entities in a population in such a way as to permit generalisation about the phenomenon of interest from the sample to the population. The most critical element of the sampling procedure is the choice of the sample frame that constitutes a representative subset of the population from which the sample is drawn. The sample frame must adequately the unit of analysis. The sample is also concerned with representativeness in selection of individual respondents from the sample frame.

A research sample is a group of people taking part in a given study about whom information is to be collected (Imenda and Muyangwa, 2006: 98). For the purpose of this study, the researcher has used a cluster sampling of 40 secondary schools (FET schools) out of 53 in the Motheo district. Due to the fact that the population was grouped into small units, and that they were homogeneous, a cluster sampling technique was used (Jegede, 1999: 121). Cluster sampling draws cases only from those clusters selected for the sample (De Vos, 1998: 198). This type also has the advantage of concentrating the study in a specific section of the greater geographical area and thus helps to save costs and time. The focus was on the following representatives from

each school: a principal, deputy principal and a head of the department. All these identified respondents were from Thaba-Nchu, Botshabelo and Bloemfontein FET schools in the Motheo district.

3.6.3. Size of the sample

Cohen, Manion and Morrison (2007: 102) assert that “in ethnographic or qualitative research, it is more likely that the sample size will be small’. Out of 59 FET Schools (Secondary schools) in the Motheo district, a sample of 22 was used to gather the information. The questionnaire was administered to heads of the departments and deputy principals, whereas principals were subjected to the interview process. The number of schools was as follows:

Town	Number of schools
Thaba Nchu	9
Botshabelo	13
Mangaung	6
Town (Bloemfontein)	6
Total	40

The rationale behind the selection of these respondents is that teachers are directly involved in the implementation of the National Curriculum Statement (NCS) in the classroom, while the principal, deputy principal and the head of the department constitute the School Management Team (SMT), and, therefore, play an administrative or management role in ensuring its implementation. Also, some of the principals are not subject teachers. In certain schools, other members of the SMT are also subject teachers, and obviously equally responsible for the implementation of the NCS in a classroom situation.

The researcher requested a list of FET schools in the Motheo district from the EMMIS section of the Free State Department of Education. From the list, the researcher then

identified the FET schools in Botshabelo, Thaba-Nchu and Bloemfontein for sampling in this study. Permission to conduct research at the schools was also requested from the Free State Department of Education.

3.7. METHODS AND PROCEDURES OF DATA COLLECTION

Regardless of the unit of analysis, the units for data collection in survey research are usually individuals. Individual responses are often aggregated for larger units of analysis such as *role*, *work group*, *department*, or *organisation*. Depending upon the nature of the research, it may be sufficient to have a single individual as respondent for these units of analysis. More often, however, it is necessary to have several individuals as respondents because people function in different roles and at different levels of the hierarchy and, consequently, have differing organisational experiences and perceptions. For example, when studying the impact of computing on the work environment for the organisational employees, it would be sufficient to have managers as the only respondents. One would also need to survey operational employees and staff personnel to obtain an appropriate understanding of the phenomenon studied. However, it would be sufficient to have managers as respondents provide information regarding the impact of computing on their work environment. Therefore, is not only important to determine exactly what is the unit of analysis, but also who will be respondents representing the unit of analysis in question. Once this is determined, most sampling issues are straightforward (Pinneault and Kraemer, 1993: 14).

For the purpose of this study, specifically regarding data collection, permission and approval was granted to the researcher by the Free State Department of Education. This then allowed the researcher to involve HoDs and deputy principals in completing the questionnaire, and conduct interviews with the principals of the FET schools in Botshabelo, Thaba-Nchu and Bloemfontein in the Motheo district. An agreement was reached between the researcher and the respondents in relation to the collection of the completed questionnaires. The respondents requested to be given a period of a month to respond to the questionnaire, and that was adhered to as promised. The researcher also made an appointment to interview the principals. To ensure anonymity, the

researcher did not record the names of the principals who were interviewed. The data collected was then recorded and captured. The recommended and appointed statistician used a computer programme to analyse the questionnaire whilst the researcher categorised the responses of the interviews with the principals for analysis purposes. The researcher would, therefore, confidently admit that the data collection and recording procedures have been followed *to the letter*.

3.7.1 Reliability

Joppe (2000: 1) defines reliability as “the extent to which the results are consistent over time, and an accurate representation of the total population under study is referred to as reliability. If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.”

The term reliability means that measurements made are consistent - that is, if the same experiment is performed under the same conditions, the same measurements will be obtained (Goddard and Melville, 2006: 41).

Although the term *reliability* is a concept used for testing or evaluating quantitative research, the idea is most often used in all kinds of research. If we see the idea of testing as a way of eliciting information, then the most important test of any qualitative study is its quality. A good qualitative study can help us “understand a situation that would otherwise be enigmatic or confusing” (Eisner in Golafshani, 2003: 601). This relates to the concept of good quality research, when reliability is a concept to evaluate quality in quantitative study with a “purpose of explaining”, while the quality concept in qualitative study has the purpose of “generating understanding” (Stenback in Golafshani, 2003: 601).

The researcher used reliability to determine the extent to which a given instrument produces the same outcomes or results. It was through this process that the researcher measured whether the collected data should be acknowledged and accepted as reliable or invalid. The researcher made measurements repeatedly. Retesting was done - that is, administering the same questionnaire to the same group of respondents twice at different times.

The researcher was of the opinion that reliability would be helpful in ensuring that the measurement, given repeatedly, remained the same. In addition, he also wanted to ensure that the measurement was stable over a certain period of time, and that there would be a similarity in the measurements within that given timeframe. The researcher also checked to see whether the result was replicable.

3.7.2. Validity

Validity refers to whether an instrument measures what is supposed to. Validity is a term that describes a measure that reflects the concept it is intended to measure (Babbie & Mouton, 2001: 52). This study is focused on external validity, which refers to the approximate truth of conclusions that evolve generalisations (Trochim, 2002: Online). Internal validity focuses on effect and causal relations, and is not relevant in most observational or descriptive studies.

The traditional criteria for validity find their roots in a positivist tradition, and, to an extent, positivism has been defined by a systematic theory of validity. Within the positivist terminology, validity resided, and was the result and culmination of other empirical conceptions: universal laws, evidence, objectivity, truth, actuality, deduction, reason, fact and mathematical data, to name just a few (Winter in Golafshani 2003: 599). Joppe in (Golafshani 2003: 599) provides the following explanation of what validity is in terms of quantitative research:

Validity determines whether the research truly measures that which it is intended to measure or how truthful research results are. In other words, does the research instrument allow you to hit “the bull’s eye” of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.

The researcher determined the validity by asking a series of questions, and often looked for answers in the research of others. The researcher also checked whether the means of measurements were accurate and whether they were actually measuring what they were intended to measure.

Wainer and Braun (in Golafshani, 2003: 599) describe the validity in quantitative research as “construct validity”. The construct is the initial concept, notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered. They also assert that quantitative researchers actively cause or affect the interplay between construct and data in order to validate their investigation, usually by the application of a test or other process. In this sense, the involvement of the researchers in the research process would greatly reduce the validity of the test.

The concept of validity is described by a wide range of terms in qualitative studies. This concept is not a single, fixed or universal concept, but rather “a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects”. Although some qualitative researchers have argued that the term validity is not applicable to qualitative research, at the same time, they have realised the need for some kind of qualifying check or measure for their research. For example, Creswell and Miller (in Golafshani, 2003: 602) suggest that validity is affected by the researcher’s perception of validity in the study and his/her choice of paradigm assumption.

3.8. TRIANGULATION

Triangulation will be constituted by means of the multiple data collection methods used in this study, namely interviews and questionnaires.

Patton (2001: 247) advocates the use of triangulation by stating “triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches”.

Then triangulation is defined to be “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study” (Creswell & Miller, 2000: 126).

3.8.1 Methodological triangulation

Lincon, Guba, Cobb and Mitchell (in Thurmond, 2001: 355) assert that “within the same paradigm, mixing data-collection methods is sensible. Methodological triangulation can

also occur by combining quantitative and qualitative approaches in a single study.” Although some researchers argue that qualitative and quantitative paradigms differ epistemologically and ontologically, the counterargument is that the two approaches are similar in their objectives, scope and nature of inquiry across methods and paradigms (Dzurec and Abraham in Thurmond, 2001: 355).

Both qualitative and quantitative studies are designed “to understand and explain behaviour and events, their components, antecedents, corollaries, and consequences” (Dzurec and Abraham in Thurmond, 2001: 355). Therefore, blending elements of one with the other is possible, especially if the approaches have similar axiologies (Lincoln and Guba in Thurmond, 2001: 355). Qualitative input may help to explain the success of interventions when the numbers fail to answer the question (Polit and Hungler in Thurmond, 2001: 355). In other words, methodological triangulation has the potential of exposing unique differences or meaningful information that ,with the use of only one approach or data collection technique, may have remained undiscovered.

Hinds(in Thurmond, 2001: 355) said that combining qualitative and quantitative methods “increases the ability to rule out rival explanations of observed changes and reduces scepticism of change-related findings”. In a study of adolescent hopefulness, she incorporated both methods and found that the qualitative results obtained from asking structured questions validated the quantitative information gathered from the Hopefulness Scale for Adolescents (HAS). She argued that using the two approaches together helped interpret the process of change in adolescent hopefulness (Hinds in Thurmond, 2001: 355).

Colleney *et al.* in (Thurmond 2001: 355) reported on a study pertaining to nurse retention using methodological triangulation. They cited the benefit of methodological triangulation to include support for variables in their model, revelations regarding the new aspects of nurse retention, and the ability to offer suggestions on the revision of questionnaires. Floyd (in Thurmond, 2001: 355) combined methods of semi-structured qualitative interviews and self-reported questionnaires to assess the sleep concerns of 84 adults. The study verified that the same 50% of the sample had sleep concerns, pointing to the sensitivity of the combined methods in identifying this pattern. Anderson

(in Thurmond 2001: 355) used within- method triangulation in the form of semi-structured interviews, a field diary and nonparticipants' observations in studying staff attitudes and perceptions of introducing ward assistants to the ward culture. Anderson reported that the combination of these strategies helped validate interpretations of findings, because the observations reinforced the data obtained from the interviews.

The researcher in this study used methodological triangulation so as to be able to use two more methods of data collection within a single study. The researcher used it as a strategy to improve the validity and reliability of research or evaluation of findings. The questionnaire was administered to heads of the departments and deputy principals. Principals were subjected to the interview process for the purpose of confirmation and generalisation of research. Appropriately used, triangulation enhances the completeness and confirmation of data in the findings of qualitative research. The use of both qualitative and quantitative strategies in the same study is a viable option to obtain complementary findings and strengthen one's research.

3.9 ETHICAL ASPECTS OF RESEARCH

For the purpose of this study, it was important to observe the ethical aspects of the research. Ethics also arise from interaction between people, animals and the environment. Ethics are concerned with establishing good conduct between different entities. Research for truth is what the society longs for, but it should not be at the expense of the rights of other individuals within the society. Issues of anonymity, confidentiality and privacy are ethical issues to consider when conducting research (Mouton, 2001: 239).

The researcher ensured that the participants' involvement in the study was voluntary and in no way obligatory. He also made the respondents aware of their right to refuse to be involved if they did not wish to be. The issue of confidentiality was also discussed with the participants - that is, if they wished to be quoted, that would be done on the condition of complete confidentiality. The researcher assured the respondents that, after the attainment of the qualification, all documents linking them to the study would be destroyed. The researcher ensured that the respondents were treated with respect and dignity. He also avoided exposing respondents to threats, embarrassment and any

unprofessional behaviour, such as sharing their responses with others. The researcher has made sure that the research was conducted at times which were convenient to the participants (i.e. not during school working hours) and, at all times, upheld professional standards.

3.10 DATA ANALYSIS

According to Creswell (2009: 183-184), “the process of data analysis involves making sense out of text and image data. It involves preparing data for analysis, conducting different analyses, moving deeper and deeper into understanding the data (some qualitative researchers like to think of this as peeling back the layers of an onion), representing the data and making an interpretation of the larger meaning of the data. It is an on-going process involving continual reflection about the data, asking analytic questions, and writing memos throughout the study. Qualitative data analysis is conducted concurrently with data gathering, making interpretations, and writing reports. While interviews are going on, for example, the researcher may be analysing an interview collected earlier, writing memos that may ultimately be included as a narrative in the final report, and organising the structure of the final report”.

Data were analysed both qualitatively and quantitatively, and thereafter organised, classified and interpreted. In this study, cross-tabulation was used for data analysis purposes. This was done so as to effectively display the number of cases in each category defined by two or more grouping variables. Furthermore, cross-tabulation was useful for summarising categorical variables-variables with a limited number of distinct categories.

According to Nyanjui (2006: 10), “analysis of data involves the application of new data into categories through coding and tabulation. The unwieldy data is condensed into manageable categories for further analysis. The researcher attempts to classify the raw data into some purposeful and usable categories. In coding, the categories of data are transformed into symbols that may be tabulated and counted. Use of computers is helpful, especially when dealing with large amount of data. Analysis work after tabulation is usually based on computation of various statistical measures.” Data entry and analysis software such as SPSS, Excel and Access, were helpful at this stage. In

analysis, relationships or differences that support or conflict the original hypothesis are subjected to tests of significance in order to determine the validity with which conclusions can be made. If there was no hypothesis, the researcher sought to explain the findings.

There is an important distinction between quantitative research and qualitative research. In quantitative research, the information obtained from the participants is expressed in numerical form. Studies in which one records the number of items recalled, reaction times, or the number of aggressive acts is regarded as quantitative research. In qualitative research, on the other hand, the information obtained from participants is not expressed in numerical form. The emphasis is on the stated experience of the participants, and on the stated meanings they attach to themselves, to other people, and to their environment. Those carrying out qualitative research sometimes make use of direct quotations from their participants, arguing that such quotations are often revealing (Eysenck, 2004:2).

The researcher was responsible for the analysis of the returns. He also checked for response bias and the effect of non-response on survey estimates. After his analysis, he placed terms in scales using factor analysis. He also checked for reliability of scales, as needed. It was also important for the researcher to run multivariate statistics to answer the research questions, as needed. In addition, the researcher performed data verification and cleaning by placing a unique number, sometimes referred to as a “case ID”, which would help in tracking down glitches in data cleaning.

3.11 LIMITATIONS

The type and size of the research sample is a limiting factor, because the data collection through the use of questionnaires and interviews focused on only the SMTs. As explained and indicated in the literature review, the researcher might have obtained comprehensive findings if he had interviewed other stakeholders such as teachers, members of the governing bodies, and Learning Facilitators, as they also have an important role to play as far as the implementation of the NCS is concerned. For example, the policy on assessment emphasises teacher assessment and parent

assessment whilst Learning Facilitators are expected to support and guide the assessment practice.

3.12 CONCLUSION

The key focus relating to this chapter was the discussion regarding the methodology used by the researcher and aspects constituting it, such as *research methods, reliability, validity, ethical aspect, triangulation data collection* and *data analysis*. A clear distinction was made between qualitative and quantitative approaches, as well as the advantages of each approach. The instruments were properly administered and the respondents answered questions as honestly as possible. A professional working relationship existed between the researcher and the respondents – this, amongst others, was indicated by the way the respondents observed the timeframe and ensured that the questionnaires were submitted to the researcher on time. By filling them out during their leisure time as opposed to during working hours, the respondents did not compromise their professional obligations by completing the questionnaire. As far as the interviews were concerned, the researcher made appointments with the interviewees and, on the basis of their agreement, the interviews were conducted. The pilot study assisted the researcher in developing the correct instruments, which proved helpful with respect to eliciting the required information without inconveniencing the respondents. The ethical issues were observed in all respects. The collected data was then presented to the appointed statistician, who used a computer programme for analysing the responses. In chapter four, the research findings will be presented, analysed and interpreted.

CHAPTER 4

ANALYSIS, INTERPRETATION AND PRESENTATION OF RESEARCH DATA

4.1 INTRODUCTION

The purpose of this study was to investigate the factors which influence the implementation of the National Curriculum Statement by School Management Teams in the Motheo District. The collected data has been evaluated to determine the factors which influence the implementation of the NCS.

The key focus of this chapter was, therefore, the analysis, interpretation and presentation of the research data. The findings were categorised in terms of the different data collection techniques used, namely the questionnaire and interviews. The researcher explored the mixed method research.

According to Creswell (2009: 218), data analysis in mixed methods research relates to the type of research strategy chosen for the procedures. Thus, in a proposal, the procedures need to be identified within the design. However, analysis occurs both within the quantitative (descriptive and inferential numeric analysis) and qualitative (description and thematic text or image analysis) approach, and often between the two approaches. Creswell (2009: 218), drawing from the works of Caracelli & Greene (1993); Creswell & Plano Clark (2007); Tashakkori & Teddlie, (1998) identifies some of the more popular mixed methods data analysis approaches, such as data transformation. Data transformation involves creating codes and themes qualitatively, then counting the number of times they occur in the text data. This quantification of qualitative data then enables the researcher to compare quantitative results with qualitative data. In a sequential mode, an analysis of quantitative data in the first phase can yield extreme or outlier cases, and can provide insight as to why they diverged from the quantitative sample. The instrument development, in a sequential approach,

obtains themes and specific statements from participants in an initial qualitative data collection. In the next phase, these statements are used as specific items and the themes for scale to create a survey instrument that is grounded in the views of the participants. A third final phase might be to validate the instrument with a large sample of population representatives. Examine multiple levels: in a concurrent embedded model, one could conduct a survey at one level to gather quantitative results about a sample. At the same time, collect qualitative interviews should be done so as to explore phenomenon with specific individuals.

The research has been carried out in relation to data collection. Therefore, the previous chapter focused on the *research design, research approaches, data generating methods, pilot study, instrumentation, ethical issues, reliability, validity, and triangulation*. The researcher had to establish whether or not the data that had been collected consolidated or negated the research assumption or hypothesis presented earlier in chapter one. This chapter, therefore, was intended to present, describe and interpret the data collected through the questionnaires and interviews. The researcher had to relate the data with both the research assumption and the research questions.

The tables, pie charts and bar graphs have been used in this research to show the understanding and analysis of the collected data. The analysis is informed by the aspects constituting the questionnaires and the interviews. A qualified and competent statistician with relevant expertise and knowledge was assigned the responsibility of analysing the data through the use of the computer program Statistical Package for the Social Sciences (SPSS). In the process of analysing the data, the dominant views expressed by respondents in comparison with responses from other respondents were considered.

4.2 LEVEL OF COMPLIANCE

Sixty questionnaires were distributed in order to be completed by the deputy principals and heads of departments. All 60 questionnaires were returned, implying that the level

of compliance was 100%. In accordance with the specified sample, 49 schools received the questionnaires. Therefore, the statistical analysis was based on 49 schools.

4.3 DATA ANALYSIS

According to Nyanjui (2009: 10), “analysis of data involves the application of raw data into categories through coding and tabulation. The unwieldy data is condensed into manageable categories for further analysis. The researcher attempts to classify the raw data into some purposeful and usable categories. In coding, the categories of data are transformed into symbols that may be tabulated and counted. Use of computers is useful, especially when dealing with large amounts of data. Analysis work after tabulation is usually based on computation of various statistical measures. Data entry and analysis software such as SPSS, EPI info, Excel and Access are helpful at this stage. In analysis, relationships or differences that support or conflict the original hypothesis are subjected to tests of significance to determine the validity with which conclusions can be made. If there are no hypotheses, the researcher seeks to explain the findings.”

The collected data has been analysed, presented and interpreted on the basis of the following aspects:

- Survey analysis;
- analysis and interpretation of the results from HODs and Deputy Principals; and
- interviews with the Principals.

4.3.1 Questionnaire responses of the Deputy Principals and Heads of the Departments

In chapter 3 (specifically 3.6.2.1), the composition of a questionnaire was clearly explained, stating that it focused on the following areas:

- Part 1, (Demographic profile). The focus of the questionnaire concerning this part was on the following aspects: name of the school; where it is located; the number

of years for which the respondents had been at that particular school; the experience of the respondents in the education sector; highest qualifications; age group and; lastly, the marital status of the respondent

- Part 2, (Questions on NCS). The questionnaire comprised of a closed form of questions which required “Yes or No ”responses. Questions were carefully structured to avert undesired or irrelevant answers.

Table 4.1 Area where schools are located

Q1.2: Area where your school is located	Frequency	%
Town	19	31.7
Township	38	63.3
Informal Settlements	3	5.0
Total	60	100.0

4.3.1.1 Location of the schools

The table above portrays a picture of the location of the respondents' schools. The location of the schools provided a context which has to be understood - that the circumstances prevailing in the schools would not be the same in terms of facilities as well as the resources - which has a bearing on the implementation of the NCS. The frequency distribution of the questionnaire to schools in the Motheo District reflected that 63% of the respondents were township and 32% were town schools. It was, therefore, evident that comparatively, the lowest percentage is the 5% representing schools from informal settlement.

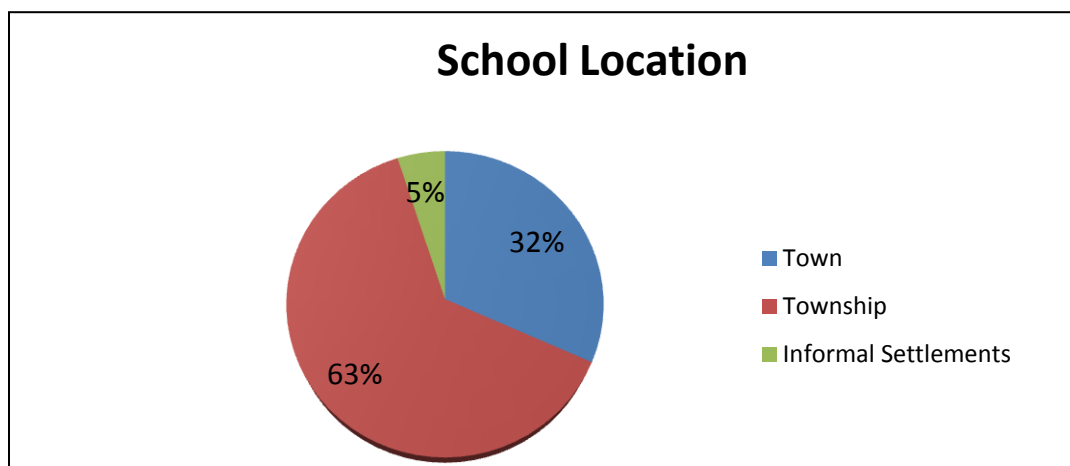


Figure 4.1 Area where schools are located

4.3.1.2 Management position of the respondents

Table 4.2 provides information pertaining to the management position occupied by the respondents.

Table 4.2 Management position of the respondents

Q 1.3: Management position	Frequency	%
Principal	1	1.7
Deputy Principal	26	43.3
Head of Department	33	55.0
Total	60	100.0

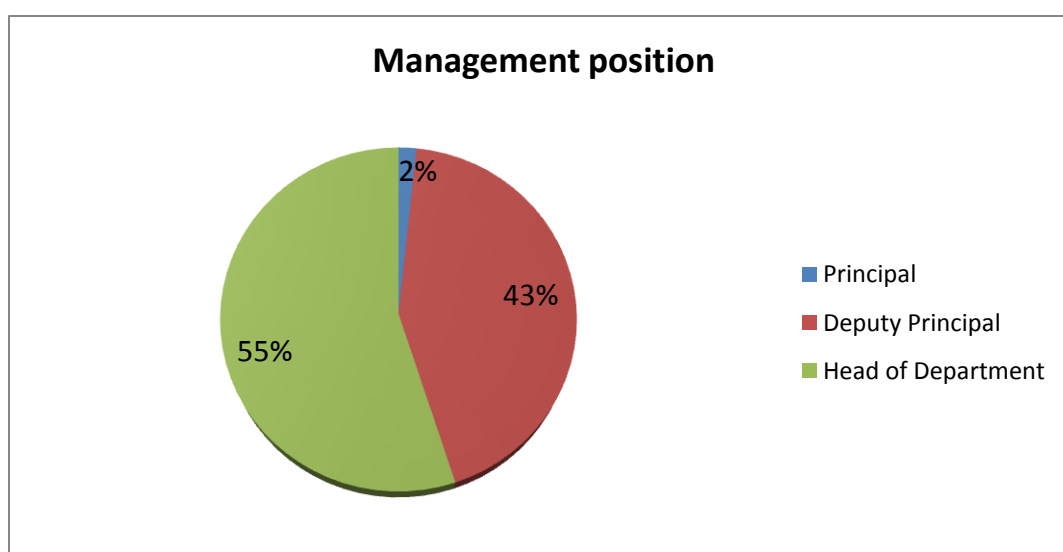


Figure 4.2 Management positions of the respondents

Management positions held by participants in this study are shown in both table 4.2 and figure 4.2. The frequency distribution highlighted that 55% of management positions are held by Heads of the Departments (HoDs), while 43% are held by the Deputy Principals and only 2% is constituted by deputy principals who are acting as principals. This scenario provides a well-rounded and educationally balanced representation; as it implies that majority of the schools where the research was conducted have permanent principals. Those schools have management in place, which, in essence, should help to ensure the effective and efficient implementation of the NCS.

4.3.1.3 Managerial experience

Table 4.3 and Figure 4.3 indicate the managerial experience of the heads of the department as well as the deputy principals.

Table 4.3 Managerial experience

Q 1.4 Number of years in current school	Frequency	%
Less than one year	10	16.7
Between 1 - 5 years	18	30.0
Between 6 - 10 years	15	25.0
More than 10 years	17	28.3
Total	60	100.0

The information given in the table above indicates that 16.7% of the respondents had less than one year's experience in their current positions. On the other hand, 30% of the respondents had spent between 1 -5 years in their current positions, whilst 25% had spent between 6-10 years. 28.3% of the participants had spent more than 10 years in their given positions.

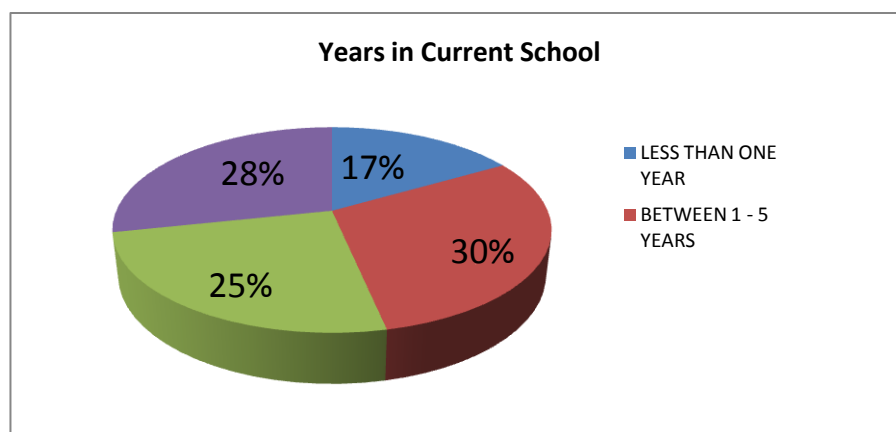


Figure 4.3 Managerial experience

4.3.1.4 Experience in education

Regarding experience in education, table 4.4 presented useful information. It should be understood that this information reflects the experience of being in education,

irrespective of the position currently occupied by the respondents. The question regarding the experience of both HoDs and deputy principals was intended to ascertain whether their experience would contribute towards the successful implementation of the NCS.

Table 4.4 Experience in education

Q 1.5: Experience in education	Frequency	%
Only current	50	83.3
Another in education	4	6.7
More than two	1	1.7
Other outside education	5	8.3
Total	60	100.0

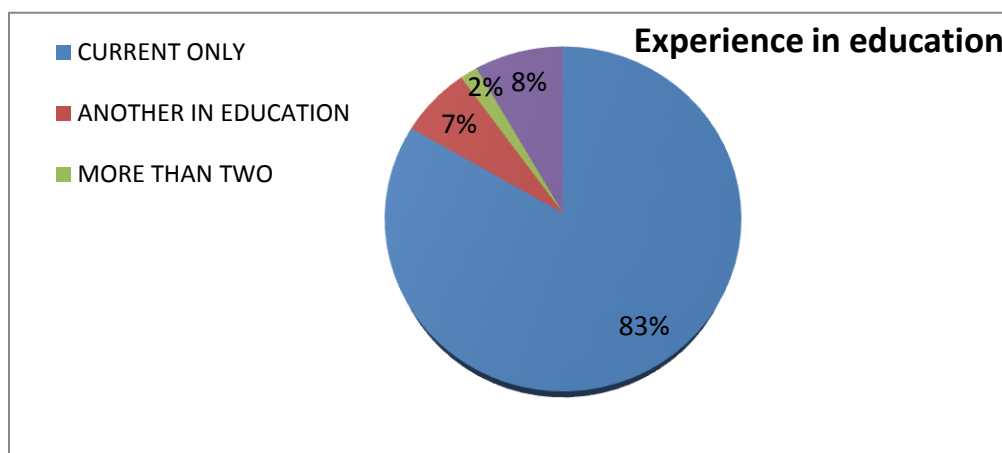


Figure 4.4 Experience in education

The frequency distribution captured in table 4.4 indicates that 83% of both the HoDs and deputy principals have been in the education system for many years, and that justifies their current positions in management. In view of this status quo, the researcher is of the opinion that HoDs and deputy principals should be able to execute their management roles and responsibilities efficiently.

4.3.1.5 Qualifications of HoDs and deputy principals

The information relating to the qualifications of HoDs and deputy principals who responded to the questionnaire is displayed in table 4.6 as well as figure 4.6 respectively.

Table 4.5 Qualifications of HoDs and deputy principals

Q 1.6 Highest qualification	Frequency	%
Lower than matric	0	0.0
Matric	0	0.0
Certificate	3	5.0
Advanced certificate	5	8.3
Degree	32	53.3
Masters	11	18.3
Doctorate	1	1.7
PGDE/PGCE	8	13.3
Other	60	100.0

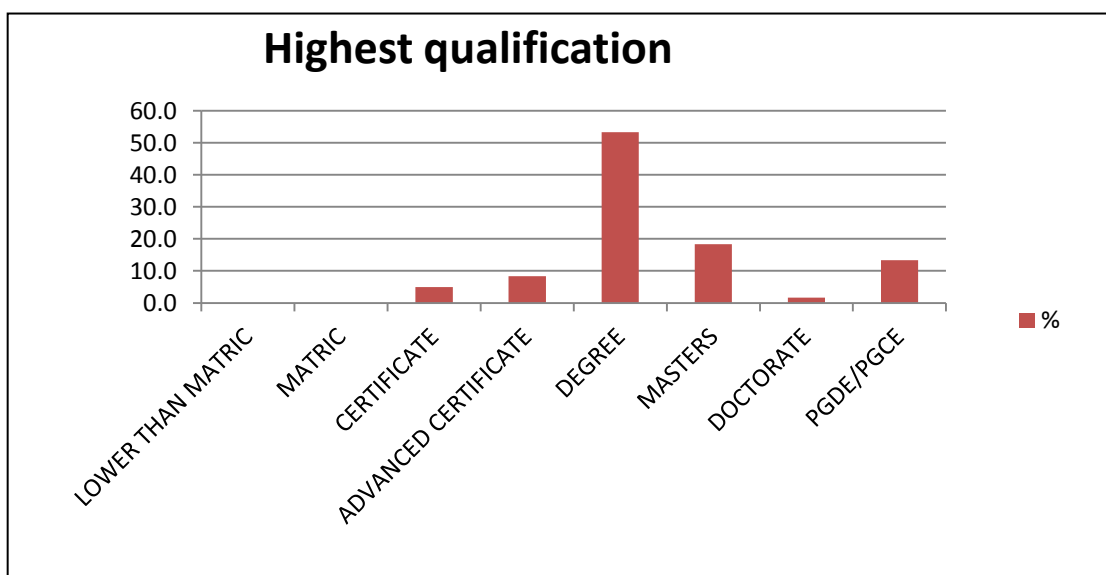


Figure 4.5 Qualifications of HoDs and deputy principals

Both table 4.6 and figure 4.6 provide detailed information in respect of the qualifications of the respondents. The frequency distribution of qualifications indicates that 53% of the respondents hold degrees, 18% masters and 1% doctorate.

The results furthermore reflect that 5% have obtained certificates and 18% advanced certificates. This information implies that the highest percentage of respondents is suitably qualified.

Q 1.7: AGE	Frequency	%
21-29 years	0	0.0
30-39 years	17	28.3
40-49 years	22	36.7
50-59 years	20	33.3
60 years or older	1	1.7
Total	60	100.0

4.3.1.6 Age of the HoDs and deputy principals

The information concerning the ages of HoDs and deputy principals respectively is provided in table 4.7 and figure 4.7.

Table 4.6 Age of HoDs and deputy principals

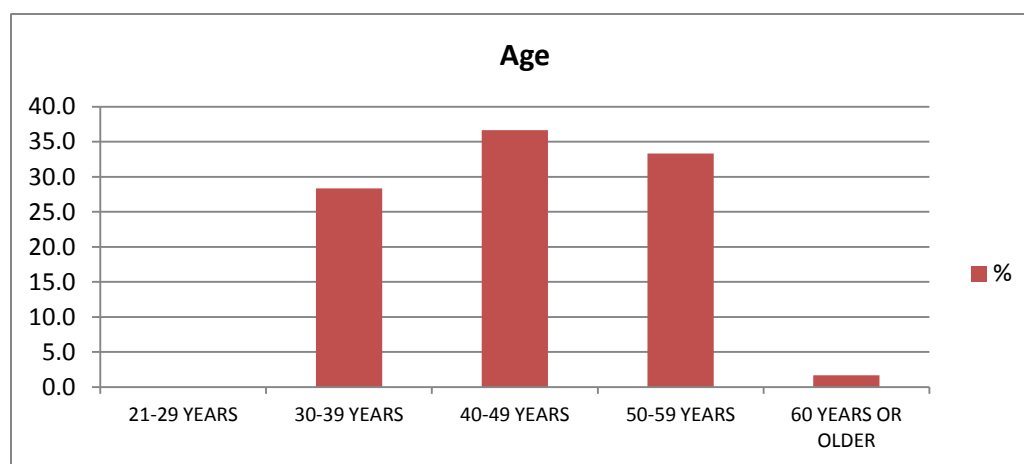


Figure 4.6 Age of HoDs and deputy principals

Taking into account the above table and figure, it is undisputable that all HoDs and deputy principals who participated in this study are between the ages of 29 and 60 years, and that their experience can also contribute positively in the improvement of the NCS implementation.

4.3.1.7 Gender

Table 4.6 below gives information regarding the gender of the participants in this study, namely HoDs and deputy principals.

Table 4.7 Gender

Q 1.8 Gender	Frequency	%
Male	39	65.0
Female	21	35.0
Total	60	100.0

According to the information given in table 4.6, it is clear that males dominated with 65% as opposed to the 35% representing females.

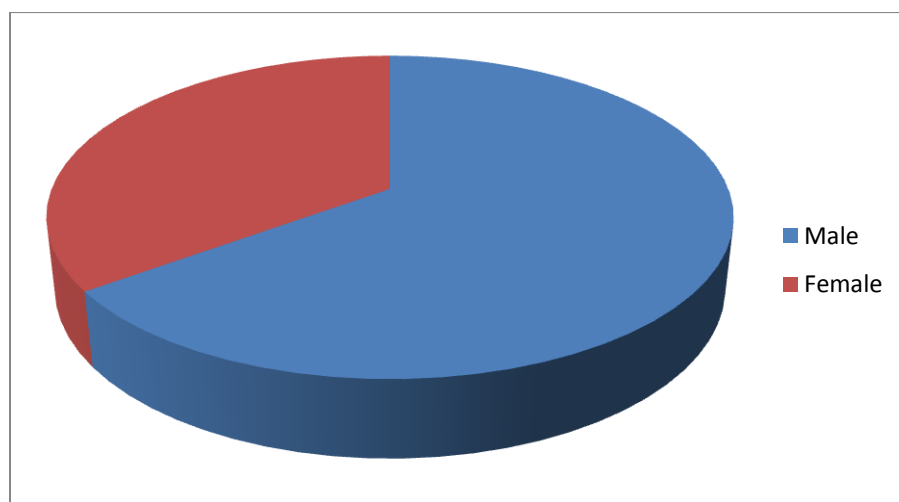


Table 4.7 Gender of HoDs and deputy principals

4.3.1.8 Marital status of respondents

Table 4.7 below illustrates the marital status of the respondents who participated in this study.

Table 4.8 Marital status of respondents

Q 1.9 Marital status	Frequency	%
Married	45	75.0
Single	11	18.3
Widowed	1	1.7
Divorced	3	5.0
Living together	0	0.0
Total	60	100.0

According to frequency distribution, the majority of respondents are married, which, expressed in percentages constitutes 75%. 18% of the respondents said that they were single and 5% indicated that they were divorced. The significance of this information

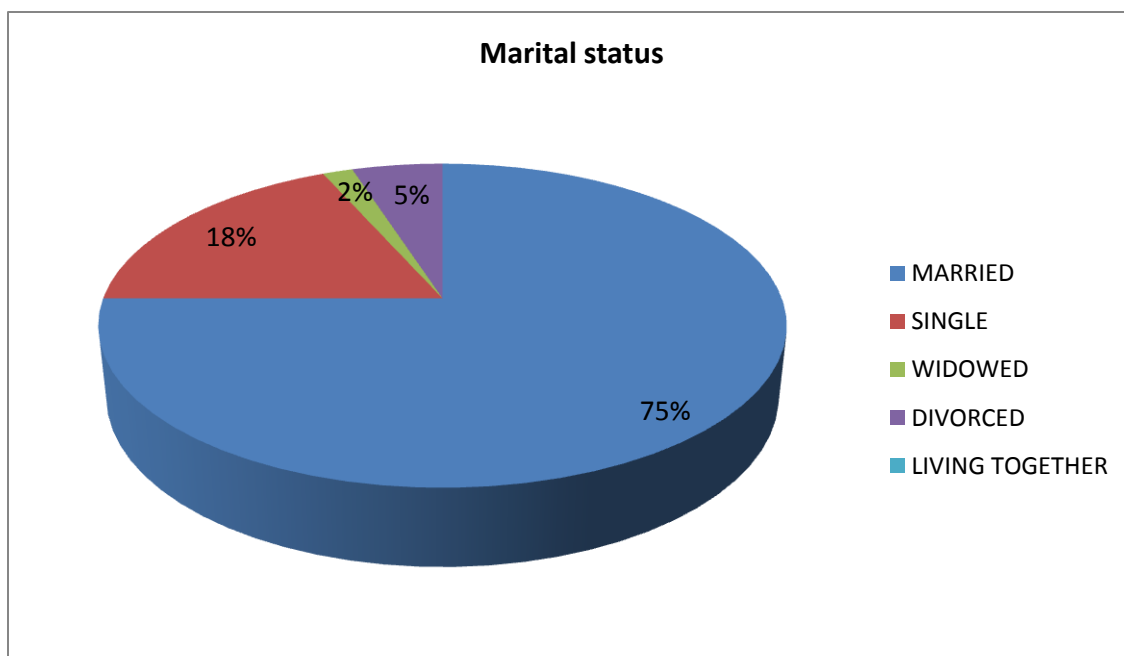


Figure 4.8 Marital status of respondents

4.3.1.9 NCS-related questions

This questionnaire, pertaining to the NCS, comprised of closed-ended questions which required a “Yes” or “No” response. Questions were carefully structured so as to avert undesirable or irrelevant answers.

Table 4.9 Who would be the preferred training provider

Q 2.2 TRAINING PROVIDER	Frequency	%
School Management and Governance Development	2	3.3
Curriculum section	22	36.7
Teacher union	0	0.0
Learning Facilitator	33	55.0
None	3	5.0
Total	60	100.0

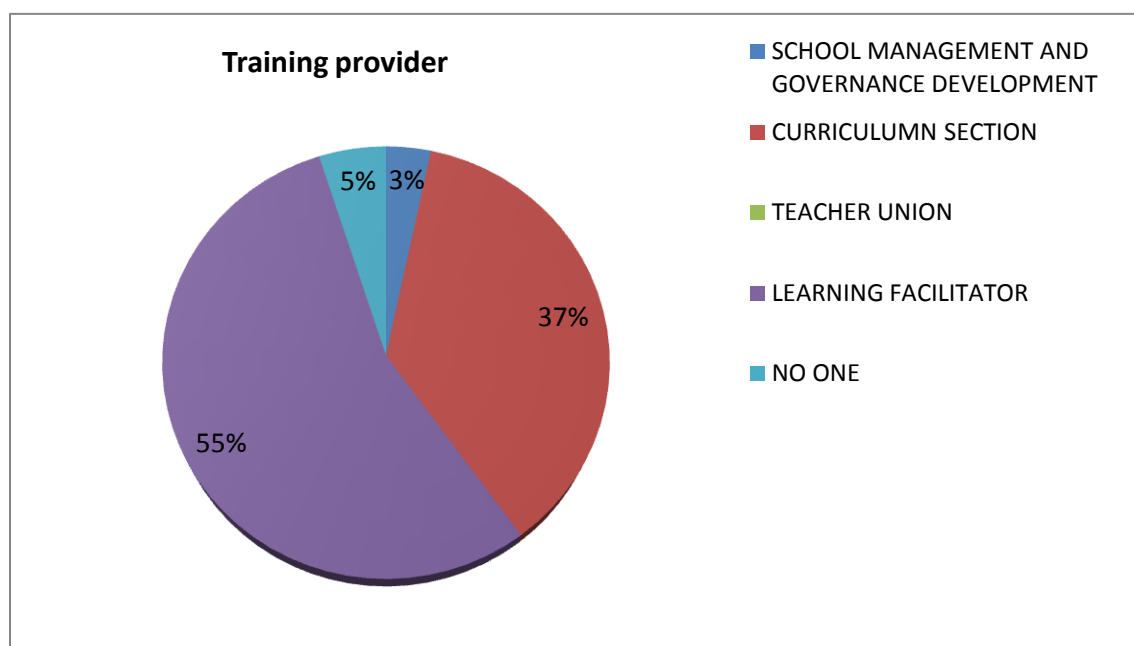


Figure 4.9 Who would be the preferred training provider

Both table and figure 4.9 show that the key training providers were Learning Facilitators and the curriculum section. The training conducted by Learning Facilitators is reflected as 55%, and the curriculum section by 37%, as opposed to 3%, which was done by School Management, governance and development, and 5% not accounted for as the responsibility of any section specified in the table.

4.3.1.10 Perception regarding NCS training

Table 2.3 gives an impression of how the respondents reacted to the training sessions with regards to the quality.

Table 4.10 Perception regarding NCS Training

Q 2.3 PERCEPTION REGARDING TRAINING	Frequency	%
Effective	20	33.3
Not effective	3	5.0
Relevant	32	53.3
Irrelevant	1	1.7
Not informative	5	8.3
TOTAL	60	100.0

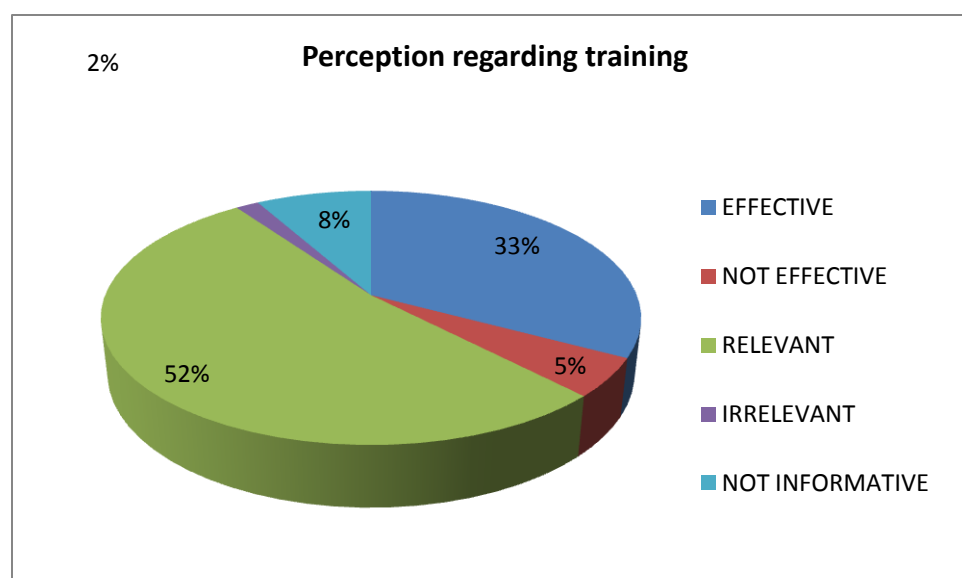


Figure 4.10 Perception regarding NCS training

The perceptions advanced by the respondents varied. According to 52%, the training is perceived to have been relevant and 33% claimed that it was effective, whereas 5% felt that it was not effective, 8% did not find it informative and 2% found it irrelevant.

4.3.1.11 Period of time spent at current school

The following table and graph give an indication of the amount of time the respondents have spent at their respective schools. It also contains the respondents' answers with regards to whether they have ever previously acted in their current position.

Table 4.11 Period of time spent at current school

Q 2.4 Period of time spent at current school?	Frequency	%
New at this school	11	18.3
Not new at this school	49	81.7
TOTAL	60	100.0
Q 2.5 Have you ever previously acted in your current position?	Frequency	%
Yes	7	11.7
No	43	71.7
TOTAL	60	100.0

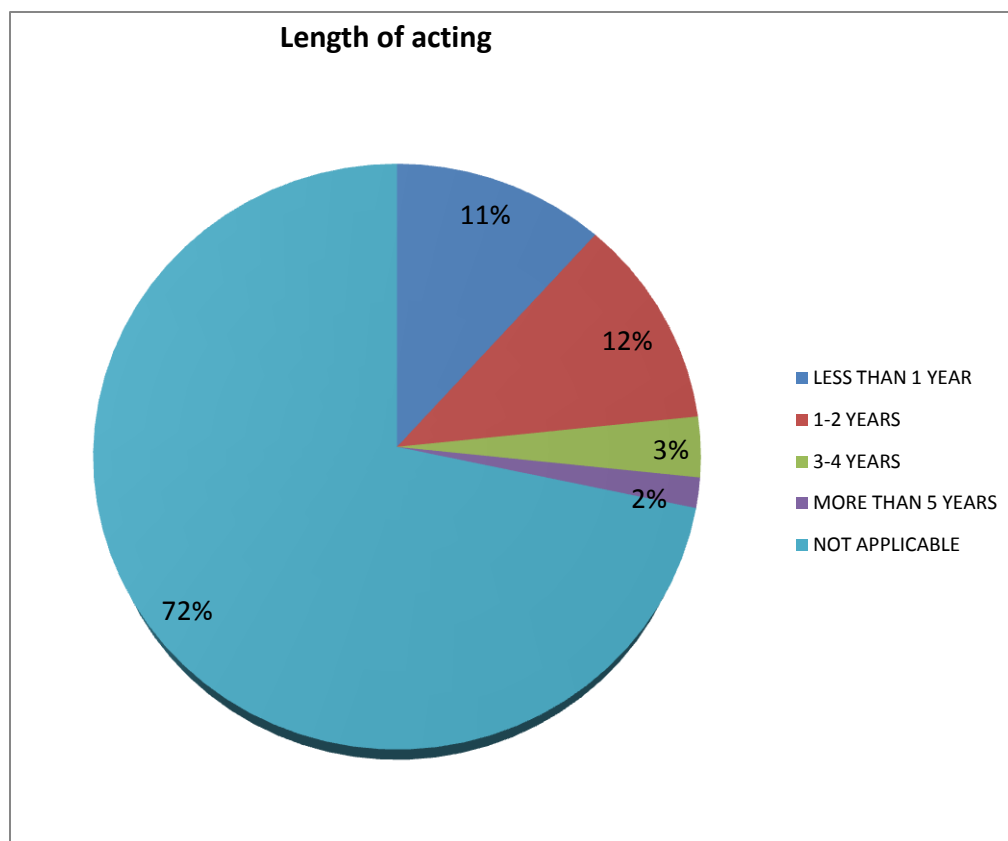
The table above indicates that 82% of the respondents were not new at their respective schools, whilst 18% found themselves in a new environment. On the same table, question 2.5 has been incorporated, which asked respondents whether they had ever previously acted in their current position. The frequency distribution concerning question 2.5 showed that 72% had not acted in their current positions before, while 11% had acted prior to being permanently appointed.

4.3.1.12 Duration of time spent in position

The table and figure below give an indication of the amount of time respondents had spent in their position.

Table 4.12 Duration of time spent in position

Q 2.5.1 Duration of time spent in position	Frequency	%
Less than 1 year	7	11.7
1-2 years	7	11.7
3-4 years	2	3.3
More than 5 years	1	1.7
Not applicable	43	71.7
TOTAL	60	100.0

Figure 4.11 Duration of time spent in position

According both the table and figure above, frequency distribution indicates that 12% of the respondents acted for less than 1 year in their current positions, whilst another 12% acted for 1-2 years, 3% for 3-4 year only, and for more than 5 years, only 2%.

4.3.1.13 Previous post level

The table and figure below give an indication of the previous post level that respondents occupied.

Table 4.13 Previous post level

Q 2.6 Previous post level?	Frequency	%
PI 1	33	55.0
PI 2	24	40.0
PI 3	3	5.0
TOTAL	60	100.0

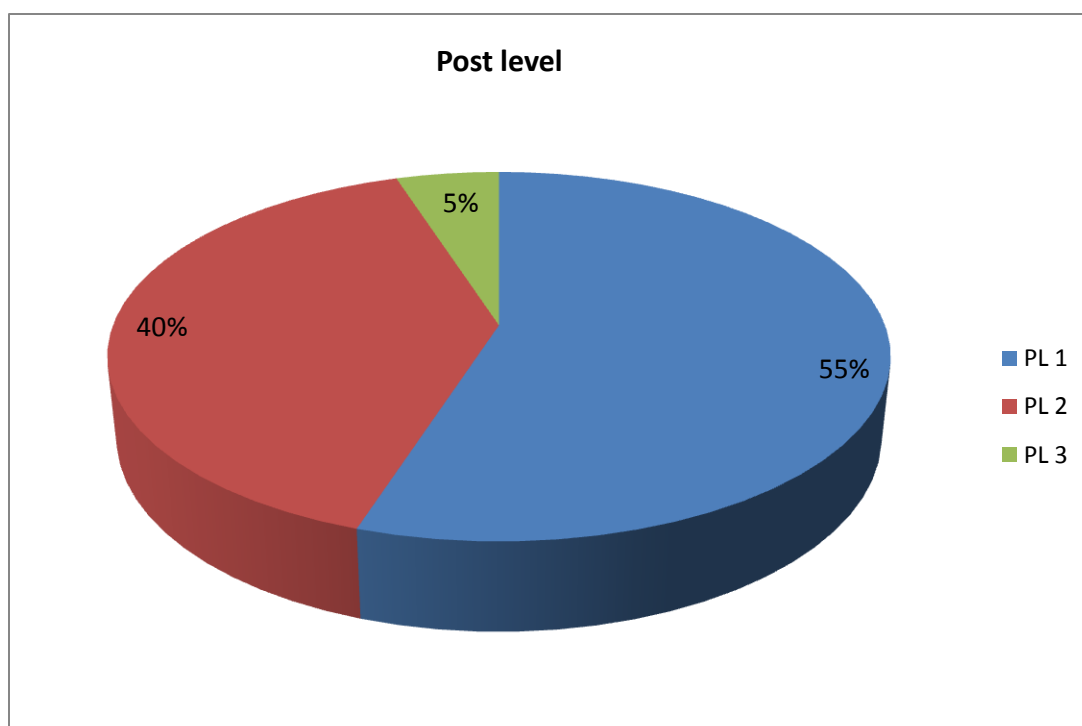


Figure 4.12 Previous post level before the current one

The table and figure above illustrate that respondents who are now on a post level 2, which is an HoDs' position, constitute 55% moving from post level 1 - this is equivalent to the status of a mere teacher. On the other hand, 40% were still HoDs on post level 2, and 5% still deputy principals on post level 3.

4.3.1.14 NCS documentation

Table 4.14 NCS documentation

Q 2.7.1 NCS POLICY DOCUMENTS	Frequency	%
Yes	57	95.0
No	3	5.0
TOTAL	60	100.0
Q 2.7.2 ATTENDANCE REGISTER		
Yes	33	55.0
No	27	45.0
TOTAL	60	100.0
Q 2.7.3 LANGUAGE POLICY		
Yes	35	58.3
No	25	41.7
TOTAL	60	100.0
Q 2.7.4 SUBJECT ASSESSMENT GUIDELINE		
Yes	58	96.7
No	2	3.3
TOTAL	60	100.0
Q 2.7.5 LEARNING PROGRAMME GUIDELINE		
Yes	57	95.0
No	3	5.0
TOTAL	60	100.0
Q 2.7.6 LEARNER CODE OF CONDUCT		
Yes	52	86.7
No	8	13.3
TOTAL	60	100.0
Q 2.7.7 EDUCATOR CODE OF CONDUCT		
Yes	44	73.3
No	16	26.7
TOTAL	60	100.0
Q 2.7.8 EDUCATOR WORK SCHEDULE		
Yes	55	91.7
No	5	8.3
TOTAL	60	100.0

Q 2.7.9 MONITORING AND SUPPORT PROGRAMME		
Yes	41	68.3
No	19	31.7
TOTAL	60	100.0
Q 2.7.10 SCHOOL FINANCE POLICY		
Yes	41	68.3
No	19	31.7
TOTAL	60	100.0
Q 2.7.11 SUBJECT IMPROVEMENT PLAN		
Yes	44	73.3
No	16	26.7
TOTAL	60	100.0
Q 2.7.12 LEARNER ATTENDANCE MONITORING		
Yes	48	80.0
No	12	20.0
TOTAL	60	100.0
Q 2.7.13 ASSESSMENT PROGRAMME		
Yes	56	93
No	4	7
TOTAL	60	100.0
Q 2.8 DOES YOUR SCHOOL HAVE A NCS POLICY?		
Yes	28	46.7
No	32	53.3
TOTAL	60	100.0

4.4 OPEN-ENDED QUESTIONS

Item 2.7 asked numerous questions related to various NCS documents, so as to establish whether or not respondents had a working knowledge of documents. Respondents were expected to respond by indicating *yes* or *no*. The following percentages represented the comments of the respondents:

4.4.1 QUESTION: HAVE YOU EVR SEEN ANY OF THE FOLLOWING

4.4.1.1 Document NCS

Yes: 95%, which implies that the HoDs and deputy principals know the importance of this document - that it is a document without which teachers would not be able to effectively implement the NCS with regards to quality teaching, learning and assessment.

No: 5% of HoDs and deputy principals responded negatively, meaning they have not seen NCS policy document, and therefore are not aware of its importance. The major concern, therefore, was how these HoDs and deputy principals would control, support and encourage their subordinates to implement NCS in accordance with the policy prescriptions, if they had not seen the necessary documentation.

4.4.1.2 Document Attendance register

Yes: 55%, which gives the impression that these are HoDs and deputy principals who usually attend workshops, cluster meetings as well as the training sessions, because the attendance register is mostly used at these events?

No: which is 45%, may be representing HoDs and deputy principals who never had the opportunity to attend the said sessions or, alternatively, are newly appointed.

4.4.1.3 School language policy

Yes: 58.3%, which implies that these were the HoDs and deputy principals who use this document in ensuring that the policy is adhered to during the teaching, learning and assessment process?

No: 41.7% were HODs and deputy principals who were apparently not aware of the policy, and could therefore not relate to its implications when implemented.

4.4.1.4 Subject Assessment Guideline (SAG)

Yes: 96.7% of the HoDs and deputy principals indicated that they understood the importance of this document, that, without which, learners would not be properly

assessed. It also meant that, when they control and moderate the tests and examination question papers submitted to them by teachers, they do so taking into consideration the requirements of the Subject Assessment Guideline (SAG).

No: 3.3%, which implies that their control and moderation of the test, and examination of question papers, is not policy compliant, and therefore renders them ineffective.

4.4.1.5 Learning Programme Guideline (LPG)

Yes: 95%, which shows that the respondents are acquainted with the document, and have therefore more than likely trained their teachers on how to use it in terms of the various teaching and learning methodologies.

No: 5% have not seen the document and, therefore, might not have been able to provide support and guidance to their teachers as far as the teaching and learning methodologies are concerned.

4.4.1.6 Learner Code of Conduct

Yes: 86.7% of the respondents knew that, in terms of the implementation of the NCS, learners are expected at all times to do their work and submit tasks, assignments and projects in accordance with Continuous Assessment (CASS). Failure to comply with the policy imperatives would constitute misconduct.

No: 13.3% of the respondent had not seen the document and, therefore, were obviously oblivious to its implications.

4.4.1.7 Educator code of conduct

The percentage of respondents who indicated that they had seen the document regarding the code of conduct for educators is 73%, whilst those who had not seen it totaled 26.7%.

4.4.1.8 Work schedule

With 91.7% of responding positively, this reaction shows that the HoDs and deputy principals know the importance of this document, as it is their responsibility to develop it and ensure that the teachers use it for the process of teaching and learning. In this

instance, the 8.3% negative response is a cause for concern, because the document affects the management of their respective subjects.

4.4.1.9 Monitoring and support programme

68.3% said yes. This indicates that the HoDs and deputy principals who are using this document will more than likely become effective managers, because they are able to support their subordinates with regards to any problems they may have. On the other hand, 31.7% meant that teachers worked without being supported by management, as management was not monitoring the school progress, and was, therefore, not aware of their problems.

4.4.1.10 School finance policy

With 68.3% participants saying yes, this meant that the HoDs and deputy principals knew how the school finances should be used in order to the benefit of the school as well as support the NCS implementation. On the other hand, 31.7% were not acquainted with the school finance policy. The implication is that such deputy principals and HoDs may not be able to influence the principals to use the finances appropriately, particularly with a specific focus on the NCS implementation.

4.4.1.11 Subject improvement plan

The percentage of positive responses totalled 73.3%. This means that many deputy principals and HoDs know that a subject improvement plan is important for any functional school wishing to boast impressive results. As for 26.7% of deputy principals and HODs who did not know the importance of the subject improvement plan, the perception is that they do not do any planning. This could have a negative effect on the implementation of the NCS.

4.4.1.12 Learner attendance monitoring system

66.7% of the deputy principals and HoDs knew about the learner attendance monitoring system, while 33.3% did not.

4.4.1.13 Assessment programme

93.3% of the deputy principals and HoDs said that they were acquainted with the assessment programme – meaning that they also control the work of their respective teachers – while 6.3% did not know what the assessment programme entailed.

4.4.1.14 Does your school have a NCS policy?

The percentage of those who responded positively was 46.7, while 53.3% said their schools did not have a NCS policy. That implied that the NCS is effectively implemented at the schools that replied yes, because the implementation is required to be based on the policy.

4.4.1.15 Who should present the NCS induction?

Based upon the responses, the table and graph below indicate which parties should be responsible for presenting the NCS induction programme.

Table 4.15: Who should present the NCS induction?

2.9 Who should present the NCS induction?	Frequency	%
School management developer	9	15.0
Team of learning facilitators	39	65.0
SMT	4	6.7
Mentor	8	13.3
Other	0	0.0
TOTAL	60	100.0

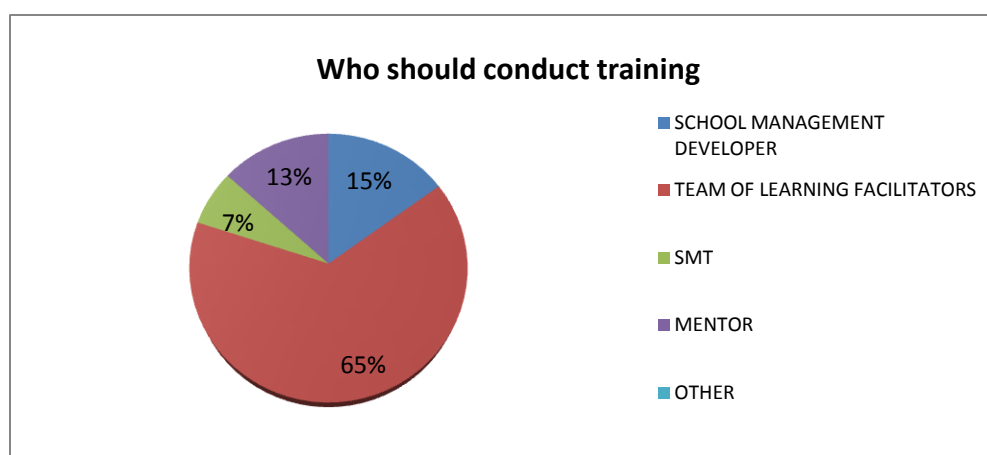


Figure 4.12: Who should present the NCS induction?

According to the table and pie chart above, 65% of the respondents indicated that the Learning Facilitators should be responsible for the training of teachers regarding curriculum related matters, while 15% felt it should be the School Management Developers. The perception is, therefore, that 15% of the deputy principals and HoDs do not know the difference between the work done by Learning Facilitator as compared to that done by School Management Developers.

4.5 TOPICS TO BE INCLUDED IN THE TRAINING PROGRAMME

4.5.1 What should be included in the training programme?

96.7% of the respondents were of the opinion that the training should also include the tuition and curriculum. This view, therefore, means that the deputy principals and HoDs have to be trained so as to be able to support and assist their teachers with the innovative methods of teaching, as well as resolving some of the problems relating to the implementation of the NCS.

4.5.2 Training for School Management Team (SMT)

95% of the respondents are in favour of the fact that the SMT should be trained, giving the impression that some of the SMT have not been exposed to training regarding NCS, making it difficult for them to help their subordinates with the implementation.

4.5.3 Leadership skills

96.7% of the respondents believe that it is important for deputy principals and HoDs to be equipped with leadership skills in order to be effective and efficient leaders.

4.5.4 Improving relevant structures

98.3% of the HoDs and deputy principals agreed that aspects pertaining to the improvement of relevant structures should be included in the training programme, whilst 1.7% was not sure.

4.5.5 Financial management

98.3% of the HoDs and deputy principals agreed that aspects regarding financial management be included in the training programme, whilst 1.7% was not sure.

4.5.6 NCS Management

100% of the HoDs and deputy principals strongly agreed that it was important for them to be trained with regards to NCS management. This was a clear indication that they do experience problems with regards to the management of the NCS.

4.5.7 NCS assessment

This aspect of the NCS has also proven to be important for the training of the HoDs and deputy principals as 93.3% of them felt that it should be included in their training.

4.5.8 Communication

96.7% of the respondents showed interest in having this aspect considered as part of their training. In their view, the effective implementation of the NCS, among other things, is dependent on communication.

4.6 ACQUISITION OF LEADERSHIP SKILLS

Mentor: The purpose of the questions regarding the acquisition of the leadership skills through mentorship is to establish the extent to which the SMT received assistance and advice from the mentor, providing they actually had one..

4.6.1 The table showed that 81.7% of the respondents indicated that they had mentors who assisted them in the development of good leadership skills, whilst, on the other hand, 18.3% did not have mentors.

4.6.2 The analysis of the table indicated that 81.7% of the respondents described their mentor as being caring and committed to their development programmes, whilst 18.3% expressed a contrary view.

4.6.3 The response showed that 78.3% of the respondents were satisfied with the role played by their mentors in assisting them to identify the critical areas of concern regarding the implementation of the NCS. This suggests that there was a mutual working relationship between the mentor and the management of the school. 21.7% did not receive assistance from their mentors concerning the identification needs for the implementation NCS.

4.6.4 81.7%

4.6.5 The table indicated that 80% of the respondents expressed satisfaction with the manner in which their respective mentors maintained confidentiality, which was a sign of professionalism. 20% did not experience this kind of behavior from their mentors.

4.7 DOES THE MENTOR MAINTAIN TRANSPARENCY?

The notion was to find out whether the mentor was operating in an open and fair manner.

The table indicated that 80% of the respondents expressed satisfaction with the manner in which their respective mentors maintained transparency, which was a sign of professionalism, whilst 20% did not experience this kind of behavior from their mentors.

4.8. DOES YOUR MENTOR THREATEN YOU?

The question was intended to establish the type of management style the mentor was using when dealing with the SMT, and whether the SMT was satisfied with that particular style.

According to the graph, 80% of the respondents were satisfied with the attitude of their respective mentors, whilst 20% was not satisfied. The implication is that the mentor did not impose decisions on the management of the school, but worked in collaboration with it. As a result, the SMT also learnt leadership skills from the mentor.

4.9 MONITORING AND SUPPORT OF TEACHERS IN THE NCS PROCESS

The questions below are intended to probe on how effective monitoring and support of teachers is in ensuring the effective implementation of the NCS. The respondents are expected to qualify their responses in terms of the degree of comparison, such as “agree”, “disagree”, “strongly agree” or “strongly disagree”.

4.9.1 Is monitoring and support of NCS implementation important?

This question aimed at allowing the respondents the opportunity to reflect on whether or not they were the monitoring and supporting the implementation of the NCS was of great importance.

The table showed that 61.7% of the respondents strongly agreed that monitoring and support of the NCS implementation was important, whilst 38.3% agreed. This suggests that the implementation of the NCS should be a collective effort. The school has to work in collaboration with the Department of Education to ensure effective implementation of the NCS - it is therefore important that the Learning Facilitators and Provincial Subject Coordinators monitor and support the implementation of the NCS so is the responsibility of the SMT to do likewise. None of the respondents *strongly disagreed* or *disagreed*.

4.9.2 Support is an in-service training issue

Continued training of teachers as well as the SMT in relation to curriculum issues is important. Training keeps the implementers of the curriculum abreast of the current development and equips them with the necessary skills to be effective in the implementation of their professional responsibilities.

In response to this question, 56.7% of the respondents strongly agreed that, when they were supported with the implementation of the NCS through training, that would be equivalent to in-service training, whilst 43.3% agreed. The implication is that, in certain

instances, the respondents need the support in the form of training. None of the respondents *strongly disagreed* or *disagreed*.

4.9.3 Monitoring is important in management

It is the responsibility of the management (SMT) at the school level to monitor how teachers are implementing the curriculum, so that they can provide guidance and support where necessary.

According to the information given, 70% of the respondents strongly agreed with the statement, whilst 30% agreed. This suggests that the SMT has a professional obligation to work closely with teachers regarding the implementation of the NCS. The implementation of NCS should not be seen as the responsibility of teachers only. None of the respondents *strongly disagreed* or *disagreed*.

4.9.4 Control of subordinates is critical

Among the other managerial responsibilities of the SMT, control is one of the key aspects. On the basis of that, it was therefore necessary to assess the opinion of the SMT in this regard.

In response to the statement that control of the subordinate's work is critical to the SMT, 71.7% of the respondents strongly agreed, while 25% agreed and 3.3% disagreed. It is therefore evident that the majority of the SMT members were of the opinion that, for the NCS to be effectively implemented, it is necessary for them to control the work of their respective subordinates or teachers.

4.10 Aspects of the NCS to be monitored

The purpose of this statement is to test the opinions of the respondents regarding whether or not certain aspects of the NCS have to be monitored. These aspects are listed for their comments.

4.10.1 Subject Assessment Guideline

The Subject Assessment Guideline is a policy document which guides the teachers on how to assess the learners, and specifies which tasks should be assessed within a specific period.

In response to this statement, 86.7% of the respondents agreed that it was necessary for the SMT to monitor and check whether teachers were assessing learners in accordance with the subject assessment guidelines, as opposed to 13.3%, which disagreed. The implication is that teachers have to adhere to policy guidelines and the SMTs have to ensure that it is done through monitoring procedures.

4.10.2 Learning Programme Guideline

The Learning Programme Guideline is also a policy document which guides teachers regarding the process of teaching and learning as far as the implementation of the NCS is concerned.

In response to the Learning Programme Guideline, 75% of the respondents agreed that it is necessary for the SMT to monitor and check whether teachers are using guidelines when preparing their learning activities, as opposed to 25%, who did not agree that the SMT has to monitor this aspect.

4.11 MIND-SHIFT BY SMT

This question was intended to establish whether the School Management Teams have changed their approach and style of management in line with the NCS prescripts, or whether they are still in the old paradigm.

4.11.1 Have the SMT changed their approach?

The respondents differed significantly in their responses to this question, as 48.3% completely agreed that there had been a change to the NCS way of management, while 45% partially agreed and 5% were not sure that a change had taken place. One can therefore say that the NCS is managed differently at different schools, despite the recommendations of the policy guidelines.

4.12 INTERVIEWS CONDUCTED WITH THE PRINCIPALS; FET SCHOOLS, MOTHEO DITRICT

4.12.1 Question 1

Have you been trained with regards to curriculum management after the inception of the NCS?

It important to note that this question was further divided into sub-questions, which were intended to probe the respondents in order to substantiate their responses.

In response to this question, the respondents provided varying responses. There were those who categorically said they were not trained, whilst others claimed to have been trained.

4.12.1.1 If yes, who conducted it?

Respondents who claimed to have been trained could not remember how and by whom the training was conducted. For example, other respondents said that they were trained by the Department of Education, without specifying the component or section responsible for that particular training. In view of this information, the researcher is of the opinion that the respondents did not know exactly which section or component was responsible for curriculum-related issues, as well as training in curriculum management, within the Department of Education

4.12.1.2 What were the focus areas of the training?

In response to this question, some of the respondents indicated that the training focused on the roles and responsibilities of the principals, deputy principals and HoDs, time-tabling and learner pass requirements, while other respondents said they had not been trained, but took the initiative to read literature based on NCS management.

The implication of the responses provided by the principals is that training was conducted, but that, due to the length of time that had lapsed, they had forgotten the focus areas of the training. Those who did not attend the training or were not, as yet, appointed principals generally took the initiative to familiarise themselves with the NCS management aspects.

4.12.1.3 When was the training conducted?

The respondents provided varying responses; a number said that the training was conducted in 2006, while others claimed that it was in 2008. The implication of the responses is confirmed that the training indeed took place, but many years ago, and that there has not been any follow-up training since then.

4.12.1.4 If not trained, would you say such training is necessary?

All the respondents unanimously strongly recommended that it would be necessary and advantageous for them to be trained on curriculum management issues. The researcher discovered that even the principals who had earlier indicated that they had been trained also required intensive training, as they were not properly equipped with the necessary information relating to NCS management. The researcher, therefore, is of the opinion that it is critical for the principals to be thoroughly trained so as to be able to support their subordinates regarding the implementation of NCS.

The other serious implication is that the principals are managing teachers who are frequently receiving workshops and training conducted by their respective Learning Facilitators. This creates problems for principals when they have to control the work of subordinates who are seemingly more knowledgeable than they are.

4.12.2 Question 2

What would you say is the status of NCS implementation at your school?

The responses of all the principals were positive; they indicated that they were satisfied with the manner in which their teachers were committed to the implementation of the NCS. According to them, teachers made all possible efforts to ensure that teaching, learning and assessment are implemented in accordance with the NCS policies.

Teachers Administer Continuous Assessment tasks as prescribed in the Subject Assessment Guideline policy document, and this impression has been created by the reports which Learning Facilitators give to the principals regarding their school visits. Principals further justify their positive impression and satisfaction regarding the implementation of the NCS at their schools as a result of the regular support and guidance which their teachers receive from Learning Facilitators through workshops, information sessions at the cluster meetings and the usual school visitation programmes.

The challenge, therefore, lies with training for those who require it, so that they can be able to contribute meaningfully in the implementation process of the NCS, and work effectively and collectively with teachers as an integral part of the team.

4.12.3 Question 3

As a principal, what problems do you have regarding the management of NCS implementation?

In response to this question, the respondents provided a wide range of problems which hindered the implementation of the NCS. Respondents indicated that they had experienced problems in instances where HoDs were given the responsibility to be in

charge of subjects for which they were not qualified, therefore lacking expertise and knowledge. As principals, they are mostly dependent on these HoDs for the effective control and monitoring of the teachers' activities. HoDs are also responsible for providing advice regarding the curriculum implementation.

The other critical problem which was cited by the principals was the unavailability of resources required for curriculum management and implementation, such as the Learning, Teaching and Support Material (LTSM). The aspect of assessment was also identified by the respondents as another problem area, as it involves several stakeholders such as teachers, peers and parents. This implies that every stakeholder has to have a thorough knowledge of what is required as far as the administration of assessment is concerned. Some of the parents' low level of education and lack of knowledge regarding the NCS makes it difficult for them to provide assistance and support to their children with respect to assessment tasks which require their involvement. Teachers, on the other hand, have not as yet been deemed competent to set question papers which are of an acceptable NCS-quality.

The researcher is of the opinion that the department of education, specifically the curriculum section, needs to intervene and provide principals with workshops on how to deal with the problems they have regarding NCS management and implementation, as these problems serve as factors influencing the effective implementation of the NCS.

4.12.4 Question 4

Does the implementation of NCS lead to improved structures within the school?

Within the school environment, there are numerous structures, such as the School Governing Body (SGB), whose members are the representative of the parents, and the Students Representative Council (SRC), who represent the students. The SGB has to ensure that other committees, such as the: finance committee; safety and security committee; admission committee; sports committee; and disciplinary committee, are established within the school.

Most of the respondents agreed that, if there is a mutual working relation between these structures existing within the school, this would influence the improvement of NCS implementation. For example, the school is expected to report to the parents regarding the performance of their children and, together, decide on how a particular learner can best be assisted to improve his/her performance.

According to the principals, there are instances where teachers experience problems with learners who are reluctant to do Continuous Assessment (CASS) -related activities. It then becomes necessary for structures such as disciplinary committee and SGB to be involved so as to assist and improve the situation. Parents also, in general, play an

active role in motivating their children to do their school work. The implication is that the school cannot implement the curriculum successfully and produce good scholastic results without the meaningful contribution of other structures within the school.

4.12.5 Question 5

Can you explain how you deal with the aspect of NCS planning with your SMT and teachers?

Planning, from a NCS perspective, is a process by which the principal, SMT and teachers come together towards the end and identify the Learning Outcomes as well as the appropriate Assessment Standards and Activities in which learners would be engaged throughout the academic year. Planning involves three stages, namely: subject framework, work schedule and lesson plan.

In response to this question, all the respondents failed to provide the required or expected answer. According to the principals, this aspect of planning had always been dealt with by teachers through the assistance of the Learning Facilitators (LFs). This is an indication that the principals did not know their role and responsibilities with regards to planning.

4.12.6 Question 6

Which leadership skills do you think the principal requires in managing, specifically with regards to the implementation of NCS?

In response to this question, almost all the respondents mentioned the basic management principles, such as: having the necessary skills to be able to control and support their subordinates in the process of the NCS implementation; delegate and monitor the implementation process; and also be able to coordinate the NCS activities.

As they work with a large number of stakeholders both within the school and externally (e.g. None Governmental Organizations (NGOs), the respondents further emphasised the importance of interpersonal skills for principals. The respondents outlined their in competencies as far as management skills are concerned and indicated areas where training was required.

4.12.7 Question 7

What would you regard as your strengths in terms of leadership skills for the implementation of NCS?

Responses varied as some of the respondents, particularly those who indicated that they had not received any training regarding NCS management, said that they were still grounded in the educational theories based on the old curriculum. Other respondents

mentioned communication as their strength in terms of leadership skills, as they were required to communicate with different relevant structures and individuals on regular basis regarding NCS-related issues.

Most of the respondents indicated that they were committed to the transformation process and, therefore, it had always been easy for them to monitor the implementation of the NCS. Taking the responses into account, the researcher is of the opinion that the principals lack training. Therefore, they do not possess the required leadership skills in order to be able to effectively manage the implementation of the NCS.

4.12.8 Question 8

How often do you provide support and guidance to both teachers and SMT, specifically regarding the implementation of the NCS?

Most of the respondents indicated that they provided support and guidance to both teachers and SMT regularly as an ongoing process, while others said support and guidance had to be determined by programmes that were in place.

These responses gave the impression that there was no uniformity in terms of how principals support and provide guidance. Principals were not able to specify the areas in which they provide support to their SMT.

4.12.9 Question 9

To which skills have you exposed your SMT and teachers so as to enable them to implement the NCS effectively?

All the respondents indicated that, due to their limited knowledge of NCS, they relied on the Learning Facilitators to expose both their teachers and SMT to the necessary skills. As principals, they encouraged teachers to attend workshops and information sessions organised by Learning Facilitators.

The responses suggest that principals themselves are not fully capacitated to conduct workshops for their own teachers, but are still dependent of the Learning Facilitators.

4.12.10 Question 10

Which areas or aspects of the NCS would you like to be assisted with?

The respondents for this question in particular identified the following areas for which assistance should be provided: assessment; planning; how to control and monitor the work of their subordinates; and leadership skills in general.

The researcher's view is that these are simple and basic aspects with which every principal should be well acquainted. If, as indicated, they are experiencing such serious

problems, it becomes clear that such principals will not be able to contribute positively towards the successful implementation of the NCS. To this end, the matter requires an immediate intervention from the Department of Education, particularly the curriculum section, so as to provide training for principals.

4.12.11 Question 11

Do you effectively monitor the teaching and learning process?

Most of the respondents concerning this question relegated the responsibility to the deputy principals and Heads of the Departments. This type of a situation, therefore, from the researcher's point of view, implies that most of the principals do not know what is happening in the classroom in relation to the quality of the teaching and learning process.

With this understanding in mind, the perception is that principals are not able to contribute in the improvement of the quality of teaching and learning if they do not do classroom observations. The principals said that they could only do classroom observations provided they were linked to the Integrated Quality Management System (IQMS).

4.12.12 Question 12

What resources do you make available to both your SMT and teachers for effective implementation of the NCS?

In response to this question, many principals indicated that they provide the necessary LTSM (Learning, Teaching and Support Material) to their teachers so that effective and quality teaching and learning can take place. However, in certain instances, particularly in the township schools, there was a huge shortage of the LTSM - principals attribute this to insufficient funding from the Department of Education. Other principals' further stated that they usually make use of alternative resources by inviting educational experts from outside the Department of Education, as well as the Learning Facilitators, so as to provide expertise and knowledge in order to aid the implementation of the NCS.

It is evident from the responses that the NCS requires a wide range of educational resources, without which the implementation will not be possible.

4.12.13 Question 13

Which aspects of the work of the deputy principal and the HoD do you control and monitor?

The comment made in this regard was that the aspect of control is not directly the responsibility of the principal; instead it is the responsibility of the HoD who is the

subject expert. The principal should only check whether the HoD and the deputy principals have indeed controlled the work of their subordinates.

The researcher's point of view is that there are areas of the work which the principal should check and control, such as the quality and quantity of work done at each level.

4.12.14 Question 14

Which aspects of the teachers' work do you monitor?

The comment made in this regard was that the aspect of monitoring the teacher's work is not directly the responsibility of the principal; instead it is the responsibility of the HoD who is the subject expert. The principal should only check whether the HoD and the deputy principals have indeed controlled and monitored the work of their subordinates.

The researcher is of the opinion that it is the principal who is supposed to monitor policy compliance and whether work done is based on the school planning, such as subject framework, work schedule and lesson planning.

4.12.14.1 *How often?*

The responses varied from weekly and monthly to a quarterly basis. These responses indicated that it is the discretion of the individual principal, and that he/she will determine the frequency.

4.12.14.2 *Do you provide feedback immediately?*

All the principals indicated that the feedback is provided to their subordinates immediately. This practice is positive as it gives the subordinates the opportunity to improve on their weaknesses. In addition, it also contributes towards strengthening communication between the principal and subordinates.

4.12.15 Question 15

Do you engage in classroom observation during the teaching and learning process?

The respondents said that, according to the resolution of the teacher unions, they could only access the classroom during the process of teaching and learning when they were conducting IQMS.

4.12.14.1 *How often is classroom observation done?*

Respondents indicated that the frequency is dependent upon the number of times that the IQMS is conducted.

4.12.15.2 *What is your impression?*

Principals are of the opinion that it is not good to be denied classroom access, as it becomes difficult for them to know exactly whether quality teaching and learning is taking place or not. The implication is that, for effective implementation of the NCS to take place, teacher unions should also change their attitudes and understand that classroom observation is important as a developmental approach.

4.12.16 Question 16

What have you done to involve the parents and ensure that they are supportive of the NCS implementation process?

The respondents indicated that parents, on regular basis, are invited to quarterly meetings attended by all stakeholders, including the School Governing Body (SGB), to discuss issues relating to the general day-to-day management of the school, including the administration of the curriculum. Parents are often invited to schools for subject-specific issues in order to assess the progress of their children. This implies that parents are duly recognised as important stakeholders in the education of their children.

4.12.16.1 *What is their role in this regard?*

Most of the respondents indicated that the parents' role was to have a say regarding the NCS discussion, to endorse the process of subject packaging, and to motivate and support their children to do their school work. Therefore, in the process, parents would be familiar with certain policy requirements impacting on the curriculum.

4.12.17 Question 17

What is the nature of the support that you get from the School Governing Body (SGB)

Most of the respondents were satisfied with the involvement and support of the School Governing Body (SGB). This suggests that the SGB would be able to ensure that the process of teaching and learning takes place in a conducive and educationally sound environment. Furthermore, members of the SGB would intervene when the school experiences problems regarding teaching and learning, and perhaps even appoint teachers where applicable. SGB would motivate parents to participate in matters affecting the school as well as the development of the education of their children. The viable partnership between parents, teachers and learners would be developed to ensure successful implementation of the NCS.

4.12.18 Question 18

Have you conducted a workshop for SGB regarding the implementation of the NCS?

All the respondents did not conduct workshops for their respective SGB members. The researcher is of the opinion that principals could not provide their SGB members with a workshop pertaining to NCS as they themselves are not well acquainted with the subject matter.

4.12.18.1 *How often?*

Their response on this question was informed by their comments in question 18. Therefore, it was not applicable.

4.12.18.2 *What was their reaction?*

Respondents felt that it was necessary for them to be trained regarding the NCS, so that, in return, they could be able to present a workshop for their SGB members.

4.12.19 Question 19

Do SGB members know policies applicable to them regarding the implementation of NCS?

All the respondents indicated that the SGB members did not know the policies regarding the implementation of the NCS, as they had not received training. The implication is that, if they do not know the policies applicable to NCS implementation, their contribution would be minimal in this regard.

4.12.20 Question 20

General remarks

Principals feel strongly that there is a need for them to be trained with regards to the NCS so as to be able to manage its implementation effectively.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter provides a summary, conclusion and recommendations in relation to the research study. The responses provided by the heads of the departments (HoDs), deputy principals and principals have been analysed and interpreted in order to inform conclusions and recommendations regarding the investigation into the factors which influence the implementation of the NCS by School Management Teams.

In addition, this chapter will provide brief information on: aspects discussed in the first three chapters, and in findings section of chapter four; the meaningful spirit of the research; testing of hypotheses; a concise summary of the significance of the research; and a conclusion founded on the results. An attempt is also made, in this chapter, to contribute to the expansion of knowledge.

5.2 SUMMARY OF CHAPTERS

Chapter 1 presented a comparison between the old curriculum, known as Report 550, and the current curriculum, known as the National Curriculum Statement (NCS). A theoretical framework was outlined. The introduction acquainted the reader with the research topic by providing an overview of the study, and indicating in which district the study would be conducted. Brief information relating to the *aims of the study, design, research methods, objectives, hypotheses, purpose of the study, significance of the study, research questions delineation and definition of concepts* was provided and discussed.

Chapter 2 was based on the literature review in relation to the study. The primary objective of the literature study was the establishment of a theoretical framework for the investigation of the factors that influence the implementation of the National Curriculum Statement (NCS) by the School Management Teams (SMTs). A discussion regarding information garnered from various sources, including policy documents and the intensive study of literature relevant to the study, was provided.

Chapter 3 explained the methodology used for the collection of data regarding this study. Focus with regard to this chapter was on the following aspects: population; sample; sampling procedure; research approach; research design; method and procedures used to collect data; and data analysis. The qualitative and quantitative methods were used to investigate the factors which influence the implementation of the National Curriculum Statement by the School Management Team.

The key focus of chapter 4 was the collection, analysis, interpretation and presentation of the research data. The findings were categorised in terms of the various data collection techniques used, namely the questionnaire and interview. The researcher had explored the mixed method research technique. The questionnaire was used to collect data from the Heads of the Departments (HoDs), and interviews were conducted with principals and deputy principals.

5.3 CONCLUSIONS

Conclusions were reached on the following components of this study:

5.3.1 Purpose of the study

The purpose of this study was to investigate whether the School Management Teams were adequately skilled and knowledgeable to support the implementation of the National Curriculum Statement (NCS) in selected FET Schools in the Motheo district.

It was discovered that most of the School Management Team, including the newly appointed principals, had not been trained with regards to the implementation and management of the NCS. Therefore, the goal of the study was attained. This finding will hopefully sensitise the Department of Education to the importance of NCS training, particularly for deputy principals and principals. It is the researcher's hope that department of Education will prioritise training to capacitate the SMTs.

5.3.2 Research objectives

This study was conducted to find out whether or not:

- Skills training for the School Management Team (SMT) would provide improvement on structures and management systems so as to ensure the effective implementation of the National Curriculum Statement (NCS).
- The acquisition of leadership skills through training would enable the School Management Team to manage their subordinates and support the process of the NCS implementation appropriately.
- Skills training would further consolidate individual and team competencies to enhance the management of the National Curriculum Statement (NCS).
- Skills training would ensure that the School Management Team changes from the old style of management to the one that is compliant with the National Curriculum Statement (NCS).

Since most of the respondents believed that it was important for them to be trained regarding the NCS in order to be able to provide support for the implementation of NCS and improve management systems, the aims of the study were achieved. Respondents also confirmed that it would be ideal if they could be exposed to leadership skills training that would make them more effective and efficient leaders. They claimed that it was impossible for them to work as a team, as they were not *on the same wave length* in terms of the expertise and knowledge of the NCS, and this, therefore, encouraged individualism. Most of the principals indicated that the impediment facing them regarding the implementation of the NCS was that of mind shift - to be able to fulfil the new requirements of the strategic long-term leadership. Not all principals are capable of making this shift, and this implied that it would be difficult for them to fulfil the requirements for role change. As a result of the lack of training, some of the SMT members were still continuing with the old management style.

5.3.3 Research aims

The researcher's intention was to investigate whether or not the School Management Teams had been exposed to training regarding the management and implementation of the NCS, so that, if necessary, the researcher could encourage such training, thereby enabling a paradigm shift.

The results of the study indicated that there is a need for SMT to be trained because they lack knowledge on a number of NCS-related issues. For the SMT, the main tasks during the implementation phase are: the carrying out of action plans; developing and sustaining commitment; checking progress; and overcoming any problems that may occur. During this phase, there will be a need for subject leaders to use a combination of *pressure on* and *support for* teachers. The vision for South Africa's transformed education system has been, and continues to be, set out in policy frameworks and legislation. However, the challenge is to manage the transformation effectively, whilst simultaneously counteracting pervasive influences from the past. New education policy requires managers who are able to work in democratic and participative ways so as to build relationships, and ensure efficient and effective delivery.

5.3.4. Research assumptions

The views expressed by the SMT, and principals in particular, affirmed the assumption that the implementation of the NCS could lead to improved structures within the school, (response to question 4 on page 150). This is due to the fact that it would be a collective and collaborative effort of all the relevant stakeholders within the school. Parents, in terms of the South African School's Act (SASA), have been charged with the responsibility of ensuring that the school is managed properly and effectively in order to enhance the quality of teaching and learning. The disciplinary committee has to motivate and provide counselling for learners who do not satisfactorily execute their assignments. The mutual cooperation between the various structures can strengthen the implementation of the NCS. Working together encourages acknowledgement and appreciation of the interdependence of everyone within the school. Mutual working relationships, effective staff participation in the implementation of the NCS and

disciplined leadership are essential for the attainment of successful implementation (response to question 6 on page 151). The SMT further agreed that the process of managing and supporting their subordinates appropriately could be enhanced by the acquisition of leadership skills through the training pertaining to NCS management. They asserted that managing people and developing their skills brings about continuous improvement for all involved, including the structures.

5.3.5. Methodology

For the purpose of this study, the researcher used a mixed mode approach. The researcher also conducted two pilot studies with a view to correct any flaws pertaining to the questionnaires and interview questions. The researcher is of the opinion that the pilot assisted him to identify potential problems with his survey's design, and afforded him the opportunity to correct these problems in time. Data was gathered via the use of questionnaires and interviews. The qualitative interviews were conducted with the principals of the selected schools, whilst the quantitative questionnaire was used to collect data from the HoDs and deputy principals.

The study was conducted in the south-eastern part of the Free State Province in Botshabelo, Thaba-Nchu and town schools in Bloemfontein. These schools were chosen to form the target group of the investigation, and thus form the research sample. The investigation revealed that the exposure of the SMT to training differed.

5.3.6 Statement of the problem

The researcher was under the impression that the SMT was incompetent; ineffective and unable to deal efficiently with matters concerning NCS implementation as a results of certain factors, such as inadequate training and changes in education.

5.4. DISCUSSION OF THE FINDINGS

In chapter one (1.6 on page 5), the following research questions were formulated with a view to provide assistance to the researcher during the investigation:

1. Does the NCS training provide improvement on NCS implementation and management systems so as to support policy legislations, thereby ensuring effective implementation?
2. Will the acquisition of the leadership skills through training enable the SMT to manage subordinates and suitably support the process of the NCS implementation?
3. Does the School Management Team have the relevant skills and knowledge needed in order to monitor the implementation of the NCS?
4. Have the SMT made the necessary mind shift required for the implementation of the NCS?

5.4.1 Discussion of findings based on the research questions

1. Does the NCS training provide improvement on NCS implementation and management systems so as to support policy legislations, thereby ensuring effective implementation?

The responses to this question, provided by the principals, indicated that most of them were in agreement that training pertaining to the NCS would bring about an improvement concerning its implementation, and would acquaint them with policies which would enable them to manage systems effectively.

From the above information, it is evident that that most of the principals do not have a comprehensive knowledge of the policies and legislations relevant to the implementation of the NCS, and have therefore not received NCS training .However, despite this fact, they remain positive that, if they could be trained, there would be improvement.

2. Will the acquisition of the leadership skills through training enable the SMT to manage subordinates and suitably support the process of the NCS implementation?

Principals concurred that the effectiveness and efficiency with which a principal manages the school requires leadership skills. They felt strongly that, with the numerous administrative changes in education, particularly the introduction of the NCS, principals are expected to know and manage, and it is therefore necessary for principals to have skills in managing the implementation of changes in education. They claimed that the implementation of the curriculum changes has not been .This can be attributed to the fact that they themselves do not understand some of the changes, and that their ignorance about many of the changes could adversely affect their performance as well as that of both teachers and learners. They asserted that, if they had also been capacitated with skills in evaluating and developing their teachers, they would have been able to empower them to reach their full potential with regards to the successful implementation of the NCS. They described the evaluation and development of teachers as their primary responsibility – a role that supersedes all others.

3. Does the School Management Team have the relevant skills and knowledge needed in order to monitor the implementation of the NCS?

Principals indicated that the aspect of monitoring was still a burning issue. This was due to the fact that the Department of Education and the teacher unions had not, as yet, reached an agreement on the tool or instrument to be utilised during the process of monitoring and evaluation of teachers, particularly during the process of teaching and learning. The current situation, therefore, makes it impossible for the principals and heads of the department to access the classrooms so as to identify the weaknesses and strengths, thereby leaving them powerless to provide assistance where necessary. It is, therefore evident that principals are not providing any assistance in the development of teachers'

professional capabilities .If monitoring is to be done, it has to be done with a view to prevent and correct.

4. Have the SMT made the necessary mind shift required for the implementation of the NCS?

The SMT claimed to have developed a positive attitude towards the implementation of the current curriculum, as well as the administrative changes introduced in education. SMTs concur that if they do not undergo a paradigm shift they will not be able to perform their tasks effectively. They also understand that failure to make the shift would obviously have a negative *ripple effect* on the performance of both teachers and learners. They understood that it was their responsibility to motivate teachers to respond and react positively to the new curriculum changes. From the responses of the SMT, it became apparent that they were committed to ensuring that both teachers and learners are motivated to adapt and embrace the changes. Unmotivated teachers cannot perform to the best of their abilities, and unmotivated learners would underperform.

The study has found that majority of the sample schools' principals have not been trained with regards to NCS, and those who were trained could not remember what it was all about, because their training was *once-off* and conducted many years ago. If principals were exposed to training pertaining to managing NCS implementation, they would have been able to manage change, and encourage their teachers to understand and accept it. Training in teamwork or collaborative working relationships would encourage SMTs to influence both teachers and learners to execute their tasks effectively. Principals are not conversant with some of the policies that impact on curriculum implementation and, as a result, are not in a position to provide assistance to teachers and parents with regard to curriculum-related issues. In general, principals also lack the knowledge and expertise needed to source textbooks or Learner, Teaching Support Material (LTSM).As a result, many schools are without teaching and learning resources.

5.5 LIMITATION OF THE STUDY

The research took place in the south-eastern part of the Free State in Botshabelo, Thaba-Nchu and Bloemfontein in the Motheo district. This province is characterised by an immense cluster FET schools. It includes both rural and urban settings, and that justifies the reason for the researcher's choice of schools.

The type and size of the research sample is a limiting factor, because the data collection through the questionnaire and interviews focused on only the SMTs. The researcher might have obtained comprehensive findings if he had interviewed other stakeholders, such as teachers, members of the governing bodies, and Learning Facilitators. As explained, and indicated in the literature review, they also have an important role to play as far as the implementation of the NCS is concerned. For example, the policy on assessment emphasises teacher assessment and parent assessment, whilst Learning Facilitators are expected to support and guide the assessment practice. The researcher concedes that the sample may be limited, but the circumstances in which the sample schools' SMTs find themselves are similar to those of the other township schools in the province.

5.6 RECOMMENDATIONS

The recommendations of this study are informed by the findings, and are as follows:

- The Department of Education should conduct intensive training, specifically for the principals, aimed at capacitating them to manage the implementation of the NCS and other administrative issues effectively and efficiently.
- Training of the SMT should be a on-going process, and not a *once-off* occurrence.
- User-friendly training programmes should be developed for parents, so as to provide them with information which would enable them to assist their children.
- The Department of Education should resolve the issue of classroom visits quickly.

- The Department of Education should embark on a *need analysis* of the management skills relevant and appropriate to SMT, and training be conducted in relation to those skills.
- At the school level, the SMT should take the initiative in ensuring that all structures existing within the school, such as subject committees, disciplinary committees and SGBs, are strengthened and improved in order to contribute in the implementation of the NCS.
- SMTs should encourage team teaching in order to assist, and thereby strengthen the weaknesses of other members of the staff.

5.7 CONTRIBUTION TO THE EXPANSION OF KNOWLEDGE

It is the researcher's view that, on the basis of the problem areas identified and discussed in this study in relation to the factors which influence the implementation of the NCS, specifically by the School Management Team, it should be recommended that attention or further investigation be based on:

- The effectiveness of the Provincial Subject Coordinators (PSCs) in ensuring the successful implementation of the National Curriculum Statements NCS;
- the role and contribution of the School Governing Body (SGB) with respect to governance as well as on issues of curriculum delivery;
- the role and contribution of the School Management, Development and Governance (SMDG) with regards to governance as well as on issues of curriculum delivery; and
- intensive training of the School Management Team (SMT).

The researcher proposes the establishment of the Curriculum Development Unit, under the auspices of the Curriculum Support and Management Directorate in the Free State Department of Education. This unit would assist in the development of training as well as support material for curriculum implementation – they would also conduct research and work in collaboration with Provincial Subject Coordinators (PSCs) and Learning

Facilitators (LFs). The following components or sections within the Department of Education should be supportive structures of the Curriculum Development Unit:

- Curriculum;
- Assessment and Examination ; and
- Quality Assurance.

Curriculum

The Provincial Subject Coordinators, together with the Learning Facilitators responsible for different subjects, should establish a partnership with the curriculum developers from the Curriculum Development Unit. As Learning Facilitators are subjects experts, and currently responsible for the training and support of teachers regarding the process of teaching and learning, one would be able to use the material developed by the Curriculum Developers to train both teachers and SMTs.

Assessment Examination

Curriculum Developers working for the Curriculum Unit could also develop simplified training material regarding the assessment policies and management of learner evidence, as well as the monitoring of the examinations. The examinations staff can use the material to train the SMT.

Quality Assurance

Those in charge of quality assurance would be responsible for monitoring the performance of the SMT and feedback to ensure that problems are permanently resolved. Follow-up's can be made, and quality assurance continued so as to set standards of management, evaluate data, recommend improvement and ensure that improvements are carried out.

5.8 COMMENTS

The researcher is of the opinion that the Department of Education should take responsibility for ensuring that the FET SMT is subjected to intensive training in curriculum management in order to capacitate them to manage the curriculum effectively and efficiently. This can be done via personnel evaluation and development skills, enabling them to evaluate their teachers and enhance their teaching competences. The Department of Education should further do *needs analysis* regarding the management skills needed by principals and their management teams in order to develop appropriate and relevant training manuals that address the skill shortcomings. The acting as well as the newly appointed principals should also receive training in curriculum management. In addition, parents should be orientated with regards to the changes in curriculum, particularly the assessment aspect.

5.9 CONCLUSION

Chapter 5 was intended to provide an overview in respect of the chapters discussed in this study, discussion of the findings, recommendations as well as the contribution to the expansion of knowledge. The researcher took into consideration the objectives of the study, and tried to align them with the comments and contribution of the respondents, namely the Heads of the departments (HODs), deputy principals and principals. Recommendations were made in accordance with the findings, which in turn informed the conclusion of this study.

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ANNEXURE A

Questionnaire for FET schools in Bloemfontein, Botshabelo and Thaba-Nchu administered for Heads of Department (HOD) and deputy principals.

QUESTIONNAIRE

An investigation into the factors influencing the implementation of NCS by the School Management Team

QUESTIONNAIRE

PART ONE

DEMOGRAPHIC PROFILE

Please answer the following questions as honestly and accurately as possible. Please note that this information is important for demographic and statistical purposes.

1. Personal Information Required.

For office use only

1.1. Name of your School.

1.2. Area where your school is located.

Town	1
Township	2
Informal Settlements	3

1.3. Your current position at your school.

Principal	1
Deputy Principal	2
Head of Department	3

1.4. The number of years in your current post.

Less than one year	1
Between 1-5 years	2
Between 6-10 years	3
More than 10 years	4

1.5. Previous experience in the Education Sector

Have only worked for the current department.	1
Have worked for another department in the Education Sector.	2
Have worked for more than two departments in the Education Sector.	3
Have worked for other departments outside of the Education sector.	4

1.6. What are your highest qualifications?

Lower than Matric	1
Matric	2
Certificate (i.e. awarded at Universities, University of Technology, Technicons or Colleges)	3
Advanced Certificate (i.e. awarded at Universities, University of Technology, Technicons or Colleges)	4
Degree (i.e. Bachelor degree awarded at a higher Institutions, e.g. BA, BEd, B. Tech: Educator)	5
Master degree (e.g. MA, M.ED, M. Tech: Education)	6
Doctoral degree	7
Postgraduate Certificate/diploma/degree, i.e. PhD	8
Other (Please Specify)	9

1.7. Your age group.
use only

For office

21-29 years	1
30-39 years	2
40-49 years	3
50-59 years	4
60 years and older	5

1.8. Your Gender.

Male	1
Female	2

1.9. Marital Status.

Married	1
Single	2
Widowed	3
Divorced	4
Living together	5

PART TWO**NCS training for School Management Team**

2.1. Were you trained on NCS?

Yes	1
No	2

2.2. Who conducted the training?

School Management and Governance Development	1
Curriculum section	2
Teacher Union Representative	3
Learning Facilitators	4
Noone introduced me	5

2.3. How did you find the training?

Effective	1
Not effective	2
Relevant	3
Irrelevant	4
Not informative	5

2.4. Are you new in this school or you have been here for a while?

New at this school	1
Have been here for some time now	2

2.5. Did you act in this position before you were promoted?

Yes	1
No	2

2.5.1. If yes. For how long?
use only**For office**

Less than 1 year	1
1-2 years	2
3-4 years	3
More than 5 years	4
Not applicable	5

2.6. From what post level were you before you were promoted?

Post Level 1	1
Post Level 2	2
Post Level 3	3

2.7. Which of these documents do you have?

Yes=1

No=2

NCS policy document	1
Monitoring System for Attendance, lateness and absence of teachers in the School	2
School Language Policy of School	3
Subject assessment guidelines	4
Learning programme guidelines	5
Code of Conduct for learners in the School	6
Code of Conduct for Teachers in the School	7
Work schedules of teachers	8
Monitoring and support programme	9
School Finance Policy	10
Subject improvement plan	11
Monitoring System for Attendance, lateness and absence of learners in the School	12
Assessment programme	13
None of these documents are available	14

2.7.1
2.7.2
2.7.3
2.7.4
2.7.5
2.7.6
2.7.7
2.7.8
2.7.9
2.7.10
2.7.11
2.7.12
2.7.13
2.7.14

2.8. Does your school have NCS induction policy?

Yes	1
No	2

2.9. In your opinion who would be the appropriate person to present a training programme?

School Management Developer	1
Team of Learning Facilitators	2
School Management Team	3
Mentor	4
Others – Specify	5

2.10 Which topics should be included in a training programme?

2.10.1 Tuition and Curriculum.

Yes	1
No	2

2.10.2. Training for the School Management Team

Yes	1
No	2

For office use only

2.10.3. Training to acquire leadership skills

Yes	1
No	2

2.10.4. Strengthening and improving relevant structures

Yes	1
No	2

2.10.5. Financial Management

Yes	1
No	2

2.10.6. NCS management

Yes	1
No	2

2.1

0.7. NCS assessment

Yes	1
No	2

2.10.8. Communication Procedures

Yes	1
No	2

Acquisition of leadership skills

2.11. Do you have a person whom you regard as your mentor?

Yes	1
No	2

2.12. Does your mentor assist you in a caring manner to establish your developmental needs?

Yes	1
No	2

2.13. Does your mentor assist you in identifying the kinds of support needed to address your needs?

Yes	1
No	2

2.14 Does your mentor provide you with assistance and support in a sensitive, caring and professional manner?

Yes	1
No	2

2.15. Does your mentor ensure and promote your participation in the the mentoring process?

Yes	1
No	2

For office use only

2.16. Does your mentor maintain confidentiality at all times?

Yes	1
No	2

2.17. Does your mentor ensure transparency during the mentoring process?

Yes	1
No	2

2.18. Does your mentor treat you in a threatening or isolated manner?

Yes	1
No	2

2.19. **Monitoring.**

2.19.1. Monitoring and support to teachers on NCS implementation by SMT is important.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

2.19.2. Support is seen as in-service training.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

2.19.3. Monitoring is an important principle of management.

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

2.19.4. Control of subordinates work is critical

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

2.20. Which of the following policy and guideline document's implementation should be monitored?

Subject Assessment Guideline	1
Learning Programme Guideline	2
Leadership	3
Labour Relations	4
None	5

2.20.1
2.20.2
2.20.3
2.20.4
2.20.5

Mindshift by SMT**For office use only**

2.21. To which extent have you embraced the change of curriculum?

Completely	1
Partially	2
Not yet	3
Not sure	4
None of the above	5

2.22. What type of training would you need to develop your skills and enable you to change in order to perform your job more efficiently?

Technical Training (i.e. training related to the practical aspects of the job, such as computer training, negotiation skills, planning, organisation, etc.)	1
Soft Skills Training (i.e. leadership, management, communication, time management, stress management, etc.)	2
Coaching and Monitoring (i.e. dedicated person who guides an employee in performing more effectively in his/her job)	3
On the job training	4
Other – Please Specify	5

2.22.1

2.22.2

2.22.3

2.22.4

2.22.5

THANK YOU FOR YOUR TIME AND EFFORT

ANNEXURE B

INTERVIEW QUESTIONS FOR PRINCIPALS

INTERVIEW QUESTIONS FOR PRINCIPALS

An investigation into the factors influencing the implementation of NCS by the School Management Team.

Interview with the principal:

The researcher will ask the principal the questions listed below and record the responses accordingly without mentioning the name of the principal interviewed.

Qualification:.....
.....

Years of experience as a principal:
.....

NCS training

1. Have you been trained with regards to curriculum management after the inception of NCS?

- If yes, who conducted the training?

.....

- What were the focus areas of the training?

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- When was the training conducted?

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- If not trained, would you say such training is necessary?

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2. What would you say is the status of NCS implementation at your school?

Comments:

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3. As a principal, what problems do you have regarding the management of the NCS implementation?

Comments:

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4. Does the implementation of NCS lead to the improved structures within the school?

Comments:

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5. Can you explain how you deal with the aspect of NCS planning, taking into account your SMT and teachers?

Explanation:

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Leadership skills

6. Which leadership skills do you think a principal requires in order to manage, particularly with regards to the implementation of NCS?

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7. What would you regard as your strengths in terms of leadership skills for the implementation of NCS?

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8. With regards to the implementation on NCS, how often to you provide support and guidance to both teachers and SMT?

Comments:

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9. To which skills you have exposed your SMT and teachers so as to enable them to implement NCS effectively?

Comments:

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10. Which areas or aspects of NCS would you like to be assisted with?

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Monitoring

11. Do you effectively monitor the teaching and learning process?

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12. What resources do you make available to both your SMT and teachers for effective implementation of NCS?

Comments:

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13. Which aspects of the work of the deputy principal and HOD do you control and monitor?

Comments:

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- How often do you monitor?

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- Do you provide feedback?

Explain:

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14. Which aspects of the teachers' work do you monitor?

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- How often?

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- Do you provide feedback immediately?

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15. Do you engage in class room observation during teaching and learning process?

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- How often?

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- What is your impression?

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Mind shift

16. What have you done to involve the parents and ensure that they are supportive in the implementation of NCS?

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- What is their role in this regard?

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17. What is the nature of the support that you get from the School Governing Body (SGB)?

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18. Have you conducted a workshop for SGB on the implementation of NCS?

- How often?

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- What was their reaction?

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19. Do SGB members know policies applicable to them regarding the implementation of NCS?

Comments:

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20. General remarks:

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Thank you for your time and effort

ANNEXURE C

APPROVAL LETTER FROM THE DEPARTMENT OF EDUCATION



education

Department of
Education
FREE STATE PROVINCE

Enquiries : IM Malimane
Reference no. : 16/4/1/44-2008

Tel: 0514048662
Fax: 051 4477318

2008-11-16

Director; Motheo Education District
Room 413
Jubilee Building
Bloemfontein

Dear Mr Motsetse

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT

Please find attached a copy of the letter giving Mr. MR PHUROE permission to conduct research in Motheo District. The research will be conducted with identified School Management Teams, Educators, Learning Facilitators and School Management and Governance Developers.

Yours sincerely

FR SELLO
DIRECTOR: QUALITY ASSURANCE

Directorate: Quality Assurance
Private Bag X20565, Bloemfontein, 9300
Syfrets Center, 65 Maitland Street, Bloemfontein
Tel: 051 404 8750 / Fax: 051 447 7318
E-mail: quality@edu.fs.gov.za